

Digitized by the Internet Archive
in 2011 with funding from
LYRASIS members and Sloan Foundation





SIDNEY MICHAEL FINGER,

DEMOCRATIC CANDIDATE FOR STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

MAJOR FINGER, OF NEWTON, CATAWBA COUNTY, IS A NATIVE OF LINCOLN COUNTY. HE WAS PREPARED FOR COLLEGE AT THE CATAWBA HIGH SCHOOL, AND GRADUATED FROM BOWDOIN COLLEGE IN 1861. HE ENTERED THE CONFEDERATE SERVICE, AND IN 1863 WAS APPOINTED CHIEF QUARTERMASTER OF NORTH CAROLINA, WHICH POSITION HE FILLED TILL THE END OF THE WAR. ON THE RETURN OF PEACE HE ASSUMED THE ASSOCIATE PRINCIPALSHIP OF CATAWBA HIGH SCHOOL. IN 1874-'75 HE REPRESENTED CATAWBA IN THE HOUSE OF REPRESENTATIVES OF OUR GENERAL ASSEMBLY, AND AT THE SESSIONS OF 1876-'77 AND 1880-'81 HE SERVED AS SENATOR FROM CATAWBA AND LINCOLN COUNTIES. AS CHAIRMAN OF THE COMMITTEE ON EDUCATION, IN 1876-'77, HE RENDERED VALUABLE SERVICE IN ORGANIZING OUR PRESENT SYSTEM OF PUBLIC INSTRUCTION. HE IS AN AMIABLE, CHRISTIAN GENTLEMAN AND RIPE SCHOLAR.

THE
North Carolina Teacher.

VOL. II.

RALEIGH, N. C., JULY, 1884.

No. 1.

A COUNTRY SCHOOL.

Pretty and pale and tired
She sits in her stiff-backed chair,
While the blazing summer sun
Shines on her soft brown hair,
And the little brook without,
That she hears through the open door,
Mocks with its murmur cool
Hard bench and dusty floor.

It seems an endless round—
Grammar and A, B, C;
The blackboard and the sums;
The stupid geography;
When from teacher to little Jim
Not one of them cares a straw
Whether "John" is in any "case,"
Or Kansas in Omaha.

For Jimmy's bare brown feet
Are aching to wade in the stream,
Where the trout to his luring bait
Shall leap with a quick, bright gleam;
And his teacher's blue eyes stray
To the flowers on the desk hard by,
Till her thoughts have followed her eyes
With a half unconscious sigh—

Her heart outruns the clock,
And she smells their faint sweet scent ;
But when have time and heart
Their measure in unison blent?
For time will haste or lag,
Like your shadow on the grass,
That lingers far behind,
Or flies when you fain would pass.

Have patience, restless Jim,
The stream and fish will wait ;
And patience, tired blue eyes—
Down the winding road by the gate,
Under the willow shade,
Stands some one with fresher flowers ;
So turn to your books again,
And keep love for the after hours.

[For the North Carolina Teacher.]

WHAT TO DO ON FRIDAY EVENINGS.

BY D. L. ELLIS, PRINCIPAL FALLING CREEK ACADEMY.

Most schools, both in cities and in the country, have a special programme for Friday afternoon ; and it may be of some interest to the readers of THE TEACHER to know what our programme is at Falling Creek Academy, since no two schools would be likely to have the same.

We will take the programme as it appears on the board :

1. Singing.
2. Declamations.
3. Readings and Recitations.
4. Essays, or Compositions.
5. Report of Critics.

6. Report of Committees.
7. Giving of Scientific Questions.
8. Mental Arithmetic.
9. Geographical Questions.
10. Singing.
11. Dismission.

Now for a few words of explanation. Under "Singing," of course we do not mean the training in Vocal Music, which should be a part of the course of study, but simply the spirited singing of a pretty song. There is nothing that tends so thoroughly to dispel gloom and sadness, and infuse the spirit of cheerfulness as the singing of a good song. It draws attention to the work in hand, so that the pupils are ready to go on with the work.

Declaiming is a point of much importance, and one too that most teachers fail to give sufficient attention to (do not criticise us for ending a sentence with a preposition—we are not giving an exercise in Rhetoric).

The best plan is to give your declaimers two weeks to prepare their selections. This does not interfere with any school duties. We always require the pupils to make their own selections, and report their choice, which, if not a proper one; we of course reject, causing the pupil to make another selection. When a suitable one has been found, the pupil is required to commit it to memory. Then comes the rehearsal, which takes place on Thursday evenings, after the daily sessions. At this time all necessary directions, corrections, practice, &c., are to receive attention. The selections should be rendered as well as the pupil can do it alone; and then the teacher goes over, and makes corrections in the manner of delivery, gesture, &c. It is surprising how much good these rehearsals do the pupils. The readings and recitations are rehearsed at the same time as the declamations. The girls, of course, are given these two parts. It is not best to let the selections for recitations always be poetry; for it gives a sing-song tone to almost every pupil who recites it exclusively, no matter how much you try to overcome it.

Whatever you do, do not use the term "Composition," or "Essay." It is the bug-bear of school-life. The bare name is

enough to cause an involuntary shudder to creep over a school. Tell your pupils to bring in, next Monday morning, all they can think of, written on paper with ink, about "Wild Flowers," or "Fishing," and they will write it without murmuring. We allow one week's time to write on any subject, requiring all who can write to do so. These papers are corrected, and given back to the pupils, who, on the succeeding Friday evening, are required to read them.

Three critics, two boys and one girl, are appointed by the teacher, every Friday. The business of these critics is to bring up, at the next Friday evening's exercise, all the errors and improprieties in speech and manners, which they may have detected during the week. Nothing personal is allowed. Each critic has a little book and a pencil, to jot down errors at any time, and anywhere. He has the privilege of criticising the teacher as well as pupils, and many times the teacher needs it as much as the pupils. The good resulting from this is twofold; it cultivates the habit of observation and attention on the part of the critic, and causes the pupils to try to avoid errors from fear of being criticised.

It has been found best in our school to have everything done by committees. It saves the teacher a vast deal of unnecessary work. For instance, wood has to be kept ready for the stoves; the rooms must be kept neat. A "wood committee" is appointed by the teacher, a "sweeping committee" is also appointed. These committees are instructed as to their duties, and are empowered to enlist aid from any pupil to help in the work. Once a month the chairman of each committee renders a written report, and at the same time makes complaint, if any, of neglect of duty, &c., which the teacher will correct.

The pupils, usually three, are appointed every week to bring in two scientific questions, which, if the pupils fail to answer—as they most commonly do—the teacher gives the explanation.

One or two examples will suffice to illustrate. "Why is March so much more windy than any other month?" "What causes the red sunset?" These two were brought in recently by pupils of the school, and answered by the teacher, as the scholars failed to give the proper reasons.

The teacher, of course, must be well informed in the Physical Sciences, or he will find himself cornered by his little questioners.

This is one of the very best ways to cultivate attention.

But of all the Friday evening programme, no one point is of such interest and importance as Mental Arithmetic.

How it rivets the attention, and strengthens the minds of the pupils!

You can almost hear their brain's work, as the pupils stand on the tip-toe of expectation and attention, trying so hard to keep up.

It is surprising how soon even little children will follow the most rapid combinations.

For example: "Take $17 + 18 + 10$, double it, subtract 15, add 50, extract $\sqrt[3]{}$, subtract 7, add 4, cube it, square it, subtract 14, divide by 2, divide by 5, take 50 per cent. of it, add $\frac{1}{4}$, add $\frac{1}{8}$, add $\frac{1}{8}$, subtract 3, add 1, square and cube it." How many have it? Many little hands will be up, and the tongues answer with a will, "one!" This is a very easy example.

The secret of success is variety and rapidity—the teacher should give the examples just as fast as he can speak, combining all the fundamental principles of Arithmetic.

The questions in Geography are selected by a committee, and given to the school. If no one can go to the wall-map and point out the place named, all the pupils are required to refer to their small maps, while the pupil who put the question tells them where to look. Much interest may be excited in this way, by studying the principal features of one continent for a series of exercises.

The Friday evening exercises should always close by singing. It puts the pupils into a pleasant frame of mind, and every one feels happy, so that they will all be glad when Monday morning comes again.

Perhaps other teachers will give us their experience in Friday evening work. We have found that the above programme is very pleasing to our pupils, and we believe that it is improving as well.

TALKING TO YOUR SCHOLARS.

The teacher's words should be few, but every word should be like the head-light of the engine, illuminating the track over which the pupil is to go. In looking into the school-rooms, as we do occasionally, we are impressed with the absence of this direct head-light quality in the utterances of some teachers who are working with all their might. They talk in a general, random way, making their comments too diffuse. Other teachers have the skill to make every word light up the way over which the pupil is to pass. When we hear such a teacher we appreciate the force of true teaching over a child's mind. Nothing is more effective for good in this world than a teacher at her best, who throws light radiantly in advance of her pupils' mental and emotional life.—*American Teacher*.

[For the North Carolina Teacher.]

CAPT. JOHN E. DUGGER.

BY G. F. B., JR.

The teachers in our State will be improved and incited to more diligence by reading and knowing the lives of the educators, both dead and living, who have impressed their thoughts, views, plans and methods upon the generations with which they lived. All lovers of their own profession delight in reading the history of those engaged in the same calling, and for them is this sketch of Capt. John E. Dugger, of Warren County, now Superintendent of Rocky Mount Graded School.

Capt. Dugger was born in 1836; was sent, when seven years old, to the Warrenton Academy, under Robert A. Ezzell, one of the leading classical instructors of the past generation, and after ten years drill in English, Latin, French, Greek and Mathematics entered the University and graduated with the honors of his class, in June, 1857. Being advised by Dr. Mitchell, of the University (whom he loved as a father), to be a teacher, Capt.

Dugger pursued those studies that would fit him for his life's work. Just before graduating, on the recommendation of President Swain, Capt. Dugger was offered a very flattering position on the Illinois Central Railroad, then being built, but he preferred to remain in North Carolina. On being elected Principal of the Warrenton Male Academy, over which for the fifty-three years previous, the best classical teachers of the day had presided, he accepted and took charge in January, 1858, where he remained till called by his State, in 1861, to meet her enemies. Surrendering with Joe Johnston in April, 1865, he returned to his home in Warren and resumed his private classical school.

Seeing the great need, after the war, of some change in our system of State education for the masses, he studied for years the systems of other States and other countries, and deeming the local graded plan, in conjunction with the district mixed school, best suited to the present condition of our people, he mastered that system as to every particular and minutiae. Through articles in the State press the subject attracted attention, and on being invited to Raleigh, in 1876, Capt. Dugger organized the first regular systematized graded school in the State, with printed course of study for each year, and directions as to every particular for each grade. It was a new departure, and, like everything else indicating progress and upheaval of old ways and ideas, met with opposition. But knowing he was on the right road, and all that was needed was for the people to come, see, learn, and understand the workings of the system, he invited visitors of all classes of society and courted criticisms from the leading educators of our State. All our State officers, from Governor, our legislators, individually and in a body, were cordially and earnestly invited to visit the school, which they did time and again, always leaving astonished at what they saw and heard. Governor Vance on his first visit to the school gladdened the heart of Capt. Dugger by remarking to him, in the presence of the writer and several legislators, that "this is the biggest thing in Raleigh, and if every town would adopt this method, in ten years the whole system of education would be revolutionized."

It has been the life-rule with Capt. Dugger to work for the good and advancement of the youth of our State, and he has permitted no obstacle to remain in his path, without a persistent effort to remove it, which has made him run counter often to those in authority; but in every instance his ideas have been adopted or evil results followed.

To show the reputation of his school and the confidence the best teachers had in him, every principal of a graded school in the State up to 1882 visited his school, and Rev. Dr. Mayo, a leading educator of Boston, in 1881, at Metropolitan Hall, declared Capt. Dugger to be the "liveliest, most wide-awake teacher he had seen South of the Potomac River." Mr. Scarborough, our present State Superintendent of Public Instruction, said to an audience of three hundred teachers at Chapel Hill Normal last June, that the great boom in education that was revolutionizing our system owed to no one man more than it did Capt. John E. Dugger.

When the graded school was being discussed at Durham, its friends, fearing the vote, invited Capt. Dugger to address the citizens the day before the voting. He did so, and scarcely any opposing votes were counted the next day. He was County Examiner for his native county, Warren, till the war; reappointed at its close. Being a Trustee of the University, was one of the eleven Trustees who met in Raleigh in 1874 to resuscitate our dead State school, which is now the head of our public school system.

Capt. Dugger's efforts have not been confined or restricted to one special class of schools. He has taught in High School, male; Private School, female; Public Common School, mixed; Graded School, mixed; and every year until the present at the Chapel Hill Normal School—of which latter he has been secretary since its organization—and the satisfaction he has given has been acknowledged by President Battle in his annual reports, and by the esteem and affection in which he is held by all who have attended that Normal. He was always selected one of the Examiners for State Teacher's Certificate, and every applicant, whether successful or

not, invariably commended Capt. Dugger for his fairness and courtesy, especially to the ladies.

He was County Examiner of Wake till the duties of the office interfered with his superintending his graded school as he wished. In all his various and perplexing positions, from entering college in 1853 to the present, Capt. Dugger has stood up to duty, never flagging or considering whether he hurt friend or foe. He has studied the subject—education and State system—longer and more attentively and diligently than any other man in North Carolina, and has decided, settled and practicable plans and ideas which were introduced in the Raleigh school and have thence permeated our State.

President Battle says Capt. Dugger was the first classical teacher in the State to give him real help *in* his Normals, to take hold in anything and at any time.

The State Board of Education has honored Capt. Dugger in making him Superintendent of the Franklin Normal School for this season, and his intense earnestness and enthusiasm, added to thorough competency, has made even the first week of the Normal more successful than ever before.

Such has been the career of the subject of our sketch—a close student, brave soldier, faithful teacher, successful organizer, strict disciplinarian and father of the school system which will eventually be in every county of the State.

TO THE GIRLS AND BOYS.

We will send a box of fine stationery to the first boy and the first girl, under fifteen years of age, who will furnish us a correct solution to the following mathematical question. The example must be solved without assistance from any other person:

“A certain man died, leaving a will which provided that, if at his death he should have only a son, the son should receive two-thirds of his estate and the widow one-third; but if he should

leave only a daughter, the widow should receive two-thirds and the daughter one-third. It happened, however, that he left both a son and a daughter, by which, in equity, the widow received \$2,400 less than she would have had if there had been only a daughter. How much would she have received if there had been only a son?"

Send your analysis in full, and the first correct one received will be published in the next TEACHER.

TEACHING, A PROFESSION.

William Ross, in the Seneca Falls *Reveille*, says: "Our common schools can never be what they ought to be as long as teaching is made a temporary business. It is resorted to as a stepping-stone to something else, or by those who have failed in other callings. But a very few engage in teaching because they love it. What is the reason so few make it a business for a number of years, or for life? There are many reasons. The most prominent one is: the compensation for teachers' services is generally so small, compared to other business, that few young men of talent will engage in it for any length of time. The legislature may legislate for common schools year after year, and establish a normal school in every county in the State, but it never will avail much until the good people of this State open their purses, and pay well qualified teachers for their services. It is contrary to the nature of things to think that young men or women of good talents will qualify themselves well for the business of teaching for the mere pittance that the great majority of districts pay teachers in this State. There are many persons who argue that good teachers will teach for the mere love of the business, or for the mere love of doing good to others, regardless of the pay for their services. There are but a very few good teachers who will teach school for the sake of doing good to others without being well paid for it. It is so among what are called the learned professions. No one would qualify himself well for the ministry, to

practice medicine or law if he was not sure of gaining distinction, and to be well paid for his services."

[This is another argument in favor of a State Normal School with a ten-months' term for the special and thorough training of teachers. School committees will not pay teachers fifteen dollars per week when they can get them for eight dollars, even though the latter ones may have no experience. There will always be cheap teachers until the State requires some preparation and training on the part of a teacher before entering the profession. If the State will raise the standard of the teacher, grant a diploma and license to teach only upon proficiency, let such a license be in full effect throughout the State for all time and pay the teacher well for his services, education will be greatly strengthened in North Carolina, and our pupils will be lastingly grateful to the legislature that establishes this system.—Ed.]

EFFECTS OF EDUCATION IN SUPPRESSING CRIME.

BY WASHINGTON CATLETT, PRINCIPAL CAPE FEAR ACADEMY.

[CONCLUDED.]

Again the *Star* speaks of educated burglars being more skillful and more effective in their villainy than the awkward, illiterate burglar. Even here education is made to suffer. What an unfair argument to use against education! Apply it to religion.

A man from his youth is astute, apt, and cunning; he gathers his learning from the great world around him, or he has had, perhaps, a college education; because his lot has been thrown under vicious influences he is, with a college education, a more effectual rascal, *ergo*, a man must not have a college education, for it cannot save him. It will make him an accomplished rascal. The study of the great and good masters, the mental training of mathematics, and the philosophy of language, and the great law of nature will not refine him, will not make him conscious of his

sublime creation and grand ultimatum, will not inspire his soul with a longing which will stifle the rank weeds of vicious tendencies: this mental discipline will not bring under control the baser passions, and therefore, we need not expect of education any assistance in reforming the world. It was not a handmaid to bring about the Reformation. The masses should be remanded back to the condition of early times when the clergy alone lorded it over the masses, being better informed. Our great republic should have her citizens, oh! selfish thought, shackled by the cruel bonds of ignorance, for fear they will become greater rascals, and not greater patriots. Such, my fellow-teachers, is the argument which several *newspapers* of our State offer to you as a guide to your action with regard to this great question of popular education.

How can a lover of education, a progressive mind, yield to such sophistry!

But I do not hesitate to state that there are more illiterate burglars than burglars who have had college education, which would render them more consummate rascals. When the *Sun* of education had not arisen over benighted Europe, the lordly barons gloried in piracy and the arts of the free-booters, and infant education crawled over the cells of the pious monks.

But further, the country is rife with embezzlements in high life, among educated people. These are the only parties who have an opportunity to embezzle; for money is not often entrusted to the illiterate. Make up your statistics here; this would be a splendid argument for the *Star*. It could show that fifty times more embezzlements occur among the educated than among the illiterate. Oh; the infallibility of statistics! Are there no embezzlers amongst the professors of religion?

If one is a tremendous failure to restrain crime, so is the other. I cannot admit either.

Again, men who have not even professed religion, yea who have disowned it, have led highly moral, respectable and profitable lives.

I cite this merely to show the utter unreasonableness of the *Star's* argument against education. I could thus prove by soph-

istry that a man can live without religion. I do not admit it, however.

Hume was a man of rare intellectual ability. He possessed a splendid mind, yet he was an unbeliever, with no dogmatic religious restraint, but his life was of spotless integrity, a good citizen, with a kind and charitable disposition.

Thomas Jefferson was possessed of high intellectual forces, yet his religious tenets were not sound. He was a great patriot, a lover of his race, a big heart, a Democrat of Democrats, careful of the people's rights, and the founder of a university.

Even our illustrious Cornelius Harnett, so far as I can gather from the epitaph upon his tombstone in Wilmington, which reads thus:

"A slave to no sect, he took no private road,
But looked thro' Nature up to Nature's God,"

bears evidence of an extraordinary intellect without dogmatic religion, and yet he was a patriot of the first stamp, and to be a patriot includes all.

Darwin, Tyndal, and Herbert Spencer are intellectual giants with questionable religious views, but they are men of exemplary lives, and of unimpeachable integrity.

Suppose we should use the *Star's* style of argument, what conclusion would we reach? That education can do as much as religion? Not so. All of these men were, so far as the *Star* is concerned, perfect. They did their duty to their country. Without education they could not be what they are now, and yet, without religion, they are such citizens as would make a good community. Education has done it all with them.

I must now close with what really induced me to write this article:

We who are teachers, can truly appreciate what is done by education. If the result is not all that is hoped for, we must keep on filling in; the rocks will rise to the surface after awhile, and the dam will have been built to stem the torrent of illiteracy. I heartily concur with the *Star* in its opposition to Federal interference with States' Rights. All this is commendable. But edu-

cation is not a failure. It is doing more now than ever before.

The *Star* seems to question the fact that education is necessary to elevate the masses.

Daniel Webster said, "The intelligence of the *people* is the security of the nation."

Victor Hugo says, "The only social peril is darkness," and Dr. Johnson thought that, "Ignorance, when it is voluntary, is criminal; and he may properly be charged with evil who refuses to learn how he might prevent it," and, I might add, so is he who seeks to prevent the spread of education among the masses.

It is undemocratic, because it prevents the people being properly prepared to meet intelligently the issues upon which they are called to exercise their judgment.

It tends to oligarchy and aristocracy, because it gives to a favored few the benefits of all direction of affairs, forbidding the masses to have an opportunity of fitting themselves to fill these places; and with selfish complacency it condemns to everlasting darkness of illiteracy the helpless people.

Education is too much like religion for this. "It falleth like the blessed rain from heaven," it decreaseth not, though it be given to others, yea, it rather increaseth.

To oppose the education of the masses is non-progressive, for it offers an obstacle to that beautiful harmony of nature, which to that ideal unity of affairs by which man becomes a superior being, a being farther removed from the brute creation.

It is unpractical; for when the masses are sent to school they are subjected to a salutary control which illiterate parents know not how to exercise. They acquire good habits of punctuality, order, system and industry. With developing minds they think more of themselves; being elevated, they cease to be young vagrants; they are taught to make themselves useful.

Although some may be hopelessly vicious, it is not the fault of education nor of religion.

Whatever is met with in them so far, is not to be used against them in argument. They have not had a fair trial. So few have come under the influence of education.

Statistics are so conclusive to form an argument upon.

But I must not stop here to argue this side of the question, which is full of education.

I do not think the masses at present should be educated to the fullest extent.

The mere rudiments at first; the rest will come in due season.

An educational upheaval is brewing all over the land. No statistics will prevent it. "Let patience have her perfect work." I look for the day when *all men* will drink of the fountains of Parnassus.

This so-called practical age, ruled principally by the half-educated, who are in the majority, is destroying everything of a higher order of mental culture. With them, man must be a machine. It is indeed piteous. The light of education is like God's beautiful sun, by which all can be illumed without stint.

It will make man, the masses, more liberal, more unselfish, nobler in every respect. It is the duty of every man to educate his children.

If he be unable, then, as a piece of political economy, the State should place within their reach the advantages of a rudimentary education. For those especially bright minds scholarships should be founded at higher institutions of learning. We may then hope this country to become as Iceland, a land of no illiterates; and, with the aid of religion, a land of fewer crimes. Nothing will ever stamp out crime entirely.

Then statistics do not prove positively what they seem to.

If education is a tremendous failure, so is religion.

There are cases where men have been highly educated, but not religious, and thoroughly honorable, respectable and eminent.

A democratic government requires the masses to be educated in the rudiments at least.

The schools teach the masses order, system, and industry; and keep them from vagrancy.

Federal aid, properly expended without interference with the sovereignty of States, is certainly just. If inconsistent, then the States must educate their masses and not complain.

Hoping that these thoughts may meet with the approval of our profession, and that we may not feel that our work is a "tremendous failure" (for Heaven knows we have enough to dishearten us by outsiders), I can say to my fellow-teachers, let us struggle on, and when vice becomes rampant, and the schools are closed, we will gracefully retire, religion with us, and let the all-powerful Press bring peace and harmony out of the chaos we have failed to prevent.

A FEW THINGS TO DO OR NOT TO DO IN SCHOOL.

1. Begin as you propose to continue.
2. Make few rules. Let them be framed as the need for them appears.
3. Enforce a rule or abolish it.
4. Make few promises, and fulfill such as you make.
5. Do not scold. Scolding never reformed a pupil.
6. Do not fret. Do what you can as well as you can, and let the remainder go undone.
7. Do not take your school troubles to meals or to bed with you. They form a bad diet, and are restless bedfellows.
8. Be vigilant in little things. Offences of a trifling nature are offences worthy of check.
9. Remember that it is the certainty of punishment more than the severity that restrains the disobedient.
10. Be neat and prompt. You may then require these habits of others.
11. Be sure to recognize the good qualities in your pupils, as certainly as you do their faults. More boys are led than driven.
12. Teach truth, right and kindness. They are more than Arithmetic and Geography.—*Exchange*.

[For the North Carolina Teacher.]

TEACHING SPELLING.

BY G. T. MEWBORN, SNOW HILL, N. C.

The following will be found, upon trial, to be a good method of teaching spelling:

In the first place, small lessons should be given to students to learn, so that every word may be thoroughly memorized by all the class. In giving large lessons, very often the difficult and most useful words are not learned.

2d. Every student of the class should be required to write sentences (on paper or slate), using one or more of the words of the lesson in each sentence until all the words of the lesson have been used. The teacher will find that the pupils will learn not merely the definitions of the words, but also how to use the words in speaking and writing.

3d. In writing the words of the lesson the students should separate the syllables, accent the accented syllables, and mark the vowels of the accented syllables. The students will learn the syllabication of the words, the accent of the right syllables, and correct pronunciation.

4th. In recitation the teacher should choose a portion of the class to write sentences on the blackboard, having each sentence to contain a word of the lesson selected by him. If there be any mistakes the teacher should make corrections and give the necessary instructions on the lesson.

A little variation every few days, so as to keep the pupils interested, will be profitable.

In connection with the above the teacher should teach the general rules of spelling, taking each one separately, and continuing it until thoroughly learned and practiced by the class.

This has been practiced with success by the writer, and he will not say that it is the best, but a *good* way of teaching spelling.

DO YOUR BEST.

Do your best, your very best,
And do it every day;
Little boys and little girls,
That is the wisest way.

What ever work comes to your hand,
At home, or at school,
Do your best with right good will—
It is a golden rule.

For he who always does his best,
His best will better grow;
But he who shirks or slights his task,
He lets the better go.

What if your lessons should be hard?
You need not yield to sorrow,
For he who bravely works to-day,
His tasks grow bright to-morrow.

—*Exchange.*

"THROUGH THE CENTRE OF THE EARTH."

In the January number of THE TEACHER appeared an article with the above heading, by Prof. George O. Mitchell, of Peace Institute, and several of our ablest mathematicians in the State held different views concerning the theory advanced. In the *New York School Journal* of May 24, we find the same question stated and a theory given by Professor E. W. Anderson, of New York, and we publish the article as a matter of interest to those who have been giving this question some thought:

"Suppose a hole to be cut through the earth and a ball dropped into this hole, what would be the behavior of the ball, and where would it come to rest, and how?

I hold that it would come to rest at the centre: that it would never pass the centre of the earth. It is an established law that momentum is equal to weight multiplied by velocity—that is, $M=W \times V$. According to the Newtonian theory, nothing has weight at the centre of the earth, because the attraction is equal in all directions. If this be true, when the ball reaches the centre its weight is equal to zero. Then our equation becomes $M=V \times O=\text{zero}$ —that is, the ball has no momentum and cannot have velocity because it has no weight, and will, therefore, never pass the centre at all, but will descend with retarded motion to the centre, where it will stop.”

The above accords with Prof. Mitchell's proposition and views.

[For the North Carolina Teacher.]

EDUCATION AND TEMPERANCE.

BY S. M. STONE, WAKE FOREST, N. C.

After being retired on the farm twenty-five years (two years of war excepted), I find it rather hard to bring courage up to the point of writing for THE NORTH CAROLINA TEACHER, which is read by the educated of the land. But then I remember a vow made in the ditches of noble, grand old Virginia, with patriotic brave men, who could not read a letter or write one to their dear ones, to give some time in support of education and temperance. The subject has, of late, taken a broad and penetrating turn in North Carolina, and I must return thanks to a few of the earnest workers. First to Alfred Williams & Co., for their beneficent work and push, and then to J. C. Scarborough, T. H. Pritchard, Robert Bingham, S. Hassell, W. B. Royal, P. C. Cameron, and at least one hundred others.

Education without sound morality is like going to war without a gun, or cultivating the farm without a team. Very short lectures on temperance in every school in the State, once or twice

each term by the teacher, would fasten on the memory of the young and grow up with them, making the next a sober, educated generation. The hope of temperance reformation lies in the young, not those who are now drinking. The teacher, next to the mother, helps to mould character. I remember the old Washingtonian temperance pledge of 1840, then a youth. There is no mistaking the fact that memories of the school-room run through a long life, and as there is need of educating a drunkard, careful training of the young in morals, in temperance, in all that makes a gentleman, is necessary in the school-room, for one will not take such training after he has left school.

I did live through the war (though left a cripple), have lived through the fifteen years of dull mortality after the war, and the last five years of general awakening to the cause of education, such as the writer has never witnessed. Would like to put on two breaks: one of temperance, the other of compulsory education. Then our progression would be safe; it would be encouraging.

OUR SUMMER NORMAL SCHOOLS.

CHAPEL HILL.

The University Normal School, under the wise and excellent management of one of North Carolina's favorite educators, Prof. J. L. Tomlinson, is doing most admirable work in every department. The attendance is good and every teacher seems devoted to the work and determined to take every advantage of the opportunity for improvement. All the exercises are conducted in the Chapel, and this is much better than the old plan of separate "sections." We thought, on our first visit to the Normal several years ago, that the success would be much greater if all the work were done in one place and the entire Normal present at each exercise. There is nothing like close contact for awakening enthusiasm, and "enthusiasm is the great essential of success."

The students are remaining at the school for a longer time this session, and this indicates great earnestness on the part of the students. Prof. Tomlinson and the entire faculty of the Normal are to be congratulated on the successful work of the school.

WILSON.

Prof. Sylvester Hassell, the Superintendent, has given his very best efforts to the school, and his labor has not been in vain, for it is said that this session of the Normal has been better in every way than ever before. The term was a short one, only about three weeks, but the work made up in quality what it lacked in quantity, and all are well pleased at the fine results accomplished. Two hundred and ten pupils were enrolled, representing twenty-three counties.

FRANKLIN.

Capt. John E. Dugger is one of the liveliest and most progressive teachers in North Carolina, and his schools are always successful. The wisdom of his appointment as Superintendent of the Franklin Normal is already seen in the large attendance, intense enthusiasm and splendid work. His faculty is a good one and each member has the earnestness of the Superintendent.

ELIZABETH CITY.

The citizens of the community have been actively assisting the Superintendent of the Normal School, Prof. S. L. Sheep, in working up a good attendance, and their efforts have succeeded in bringing a greater number into the school than ever before. The work is well arranged and in the hands of first-class instructors, and every teacher is well pleased with the school. Special success is attending the excellent work of Prof. Houck and Mrs. Mahoney.

NEWTON.

Prof. M. C. S. Noble, who has made such a fine reputation for the Wilmington Public Schools, is Superintendent of this Normal, with a splendid faculty, composed almost entirely of North Carolina teachers. More than a hundred teachers are in attendance, representing eighteen counties and four States, and all

are doing their best towards making the Normal work of the greatest value to one another. The "model classes" taught by Misses Cook and Yarborough are of special interest. Several admirable lectures have been delivered by the most prominent of North Carolina educators.

FIRST DAY'S WORK IN SCHOOL.

Do you know that much of the success of your school during this term will depend upon your management, on the "first day" of opening? But few North Carolina teachers realize the full importance of the first day's work in school. Be sure that you make a good start and you will not lose this advantage during the entire session. A "bad beginning" will not have a "good ending," for you will never be able to obtain success and control in your school, if started in an unfavorable and confused manner. We offer the following hints as to your "first day's work," which are worth considering: 1. Meet your pupils pleasantly, with a hearty shake of the hand. 2. Welcome them kindly to "our nice school-room." 3. Make them all acquainted with one another at once. 4. Tell them that you are glad to see them and "hope we will all enjoy our school term very much." 5. Have a bright, cheerful song in which all can join. 6. Assist each pupil in selecting a desk. 7. Make your examinations quickly and thoroughly, classifying the whole school at once. 8. Be enthusiastic in all things and the pupils will be wide-awake. 9. Let your first great effort be to make a good impression. 10. Make the children all love you and thus you obtain thorough control of your school. 11. Give special friendly attention to the boys who are known to be "bad and unruly," and thus disarm them. 12. Have every child at work within twenty minutes after your school is opened. 13. Send the smallest ones to the blackboard and have them make letters until you can further attend to them. 14. Keep in per-

fect good humor and don't forget that this "first day's work" will either repel your pupils from you or else attract them so close to you in love and confidence that through the whole term you can control them by simply a word or a look.

In order that you may begin the first day's work properly it will be necessary for you to make a visit to the school-room before the opening day to see that everything is in good order for work. The windows must be washed and made to move easily up or down; blackboards may need a new coat of slating, or the chalk-box is empty and the rubbers are gone; the stove is to be brushed and the floor swept; the whole room and furniture are to be carefully dusted several times and the ink-wells are to be filled. All these details *must* be attended to before the pupils begin to come in, or the first impression of the school and teacher will be unfavorable. During recess it will be well for you to have an eye to the play-ground, to see that all is arranged in a way that will afford most enjoyment to the pupils. Close the day's work with a sparkling song and a few cheerful words of encouragement, adding special admonition to be prompt on the morrow, and your teaching will be more successful and pleasant than ever before.

NEWS FROM THE COUNTIES.

FRANKLIN.—This county has forty-three white districts and thirty-seven colored. During the present school year eighteen white schools have been taught, with an average attendance of eighteen. The average length of term is ten weeks; average salary of teachers, \$26.00. Twenty-five colored schools have been in session, with an average attendance of twenty-six; average length of term, nine weeks; average teacher's salary, \$28.16.

I hope that every teacher in Franklin county, and every one in the State, who is not already a subscriber to THE NORTH CAROLINA TEACHER will be at an early day, and that all who

feel any interest in education will give to it that hearty support and encouragement which it so richly merits.

CHOWAN.—The schools in this county have closed their exercises for the scholastic year.

In the county there are fourteen white districts, nine colored; sixteen schools for whites, twelve for colored; seventeen white teachers and eighteen colored teachers are employed.

The white school in Edenton continued seven months with two teachers; the colored school continued five months with five teachers. This school has an enrollment of three hundred pupils, with a daily average of more than two hundred, and is probably one of the best colored public schools in the State.

The school population of the county is 1,200 whites, 1,300 colored; the county being small (only 210 square miles), the entire population is within one mile and a half of a school-house. No school continues a shorter term than four months—hence all are permitted, if they will, to obtain a good common school education.

Each year since the passage of the law authorizing the appropriation for Institutes, one for the white and one for the colored teachers has been held in Edenton. This has been of great values and the teachers are well trained.

The Institute for the white teachers will begin July 14. Prof. F. N. Skinner, of LaGrange Collegiate Institute, will conduct the exercises.

That for the colored will begin August 4th.

PASQUOTANK.—Prof. S. L. Sheep, County Superintendent, is doing a good work by calling his committeemen together and instructing them in their duties. The necessity of employing none but good teachers; the building and furnishing good school houses; of having the schools taught in one continuous session; the importance of taking an accurate census of the children, are the subjects he treats—and these lie at the very foundation of a successful school system.

SAMPSON.—Mr. Isham Royall, in returning thanks for his re-election as Superintendent of Public Instruction, says :

“The efforts heretofore made by me to elevate the standard of education and place better teachers in the schools will not be abated, but all my energies will be exerted in placing good teachers in all the schools. There is a great increase in the number of second and first grade teachers, and a greater demand for first grade teachers than there was a year ago, and in addition to this many of the districts are building up good private schools, and thus lengthening the term to five or ten months in the year.”

WAKE.—During the past two years Mr. Eugene T. Jones, the County Superintendent, has been doing much toward improving his schools and teachers. The county showed its appreciation of his faithful work by giving a large majority vote in re-electing him to the position of County Superintendent, thus heartily endorsing his excellent administration. The Institute for colored teachers which Mr. Jones held a few days ago was the most successful ever held in the county; very largely attended and full of efficient and practical work. The ensuing year promises well for the country public schools of the county, and it is expected that more children will be in the schools than ever before. The county has been carefully looking after its country schools, and nearly every district has a new and comfortable school-house. This is also the case with the colored schools of Raleigh, but the Centennial Graded School for white children is not so fortunate. The building is in very bad condition, being so dilapidated that it is scarcely safe for occupancy. The city declines to take any steps toward repairs, and the Graded School fund seems scarcely sufficient for meeting the ordinary expenses of a nine months' term, therefore a rickety building and a short fund appear to be the lot of the white public school children of Raleigh for the present.

Teach a full, round, plain handwriting that people can read, rather than a fine, small, *dainty* one.

SCHOOL OPENINGS.

The University opens fall term September 3d.

Kinston Graded School will open August 25th.

Horner's School at Oxford will open July 28th.

Wake Forest College opens fall session September 1st.

Davidson College opens its fortieth session September 11th.

The Goldsboro Graded School will resume work September 8th.

Vine Hill Academy, Scotland Neck, opens fall term Sept. 1st.

Mr. J. H. Mills' School for boys, at Thomasville, will open July 21st.

Moravian Falls Academy, Rev. G. W. Greene, Principal, opens July 30th.

Oxford Female Seminary, F. P. Hobgood, President, will open August 27th.

Eagle Rock Academy, Mr. J. R. Hicks, Principal, opens fall term July 21st.

Prof. George's School, at Cross Roads, Yadkin county, will open July 28th.

Gaston High School, Rev. M. L. Little, Principal, will resume work July 28th.

Globe Baptist Academy, Prof. R. L. Patton, Principal, will open August 4th.

Rutherford College, Rev. R. L. Abernethy, President, resumes work August 6th.

Anson Institute at Wadesboro, Prof. D. A. McGregor, will open September 1st.

Reidsville Female Seminary, Miss Annie L. Hughes, Principal, resumes August 4th.

Selma Academy, Prof. H. L. Smith, Principal, resumes work September 1st.

Mr. Wm. S. Barnes will open his High School for boys at Wilson September 1st.

Davis School, at LaGrange, Capt. A. C. Davis, Principal, opens September 4th.

Kinston College, Dr. R. H. Lewis, President, begins its fall session September 1st.

Charlotte Female Institute, Rev. W. R. Atkinson, Principal, begins September 10th.

Ashpole Institute, Robeson county, Rev. S. Ivey, Principal, will re-open July 27th.

Peace Institute, Rev. R. Burwell & Sons, Principals, begins fall term September 3d.

Trinity College, Rev. M. L. Wood, D. D., President, begins its fall term August 20th.

Davenport Female College, Lenoir, Prof. Will H. Sanborn, President, opens October 1st.

Sauls' Cross Roads Academy, Prof. J. B. Williams, Principal, will re-open about August 1st.

Shelby High School, Palemon J. King, A. M., Principal, will open its fall term August 18th.

Nahunta Academy, Wayne county, Prof. J. H. Moore, will begin its fall session August 5th.

Bakersville High School, J. C. Bowman, Principal, opened June 5th for a five months' term.

Durham Graded and High School, Prof. E. W. Kenneday, Superintendent, opens 15th September.

Misses Nash and Miss Kollock's Select Boarding and Day School will resume exercises August 1st.

Rocky River Springs Academy will open July 7th, under Mr. W. W. Hursey, at Ford, Stanly county.

Reynoldson Male Institute, Gates county, T. E. Waff, Principal, will begin its fall session September 8th.

Pittsboro Scientific Academy, Capt. C. B. Denson, Principal, will begin its twentieth session July 14th.

Mt. Pleasant Academy, near Gibsonville, opens its fall term August 4th. Mr. G. W. Gooch is Principal.

Williamston Academy, under the principalship of Rev. Oscar Hightower, opens next term September 1st.

Union Academy, Lambsville, Chatham county, E. J. Powell, Principal, begins its fourth session July 14th.

Greensboro Female College, Rev. T. M. Jones, D. D., President, will begin its fifty-seventh session August 20th.

Warsaw High School, Messrs. W. M. and David S. Kennedy, Principals, will open the fall session August 7th.

T. J. & W. D. Horner's Classical, Mathematical and Commercial School at Henderson will open July 28th.

Thomasville Female College, Prof. H. W. Reinhart and Rev. J. N. Stallings, Principals, will re-open August 26th.

Wesleyan Female College, Murfreesboro, E. E. Parham, A. M., President, will begin its next session September 24th.

Bethel Academy, Madra, Anson county, will resume under the principalship of Mr. J. C. Hines on the 14th of July.

Cary High School, Wake county, W. L. Crocker and W. B. Bagwell, Principals, will begin its fall session August 4th.

Pleasant Lodge Academy, T. M. Robertson, Principal, will open its fall session at Liberty, Randolph county, August 5th.

St. Mary's School, Raleigh, Rev. Bennett Smedes, Rector, begins its eighty-seventh semi-annual session September 11th.

Bingham's School, Mebaneville, Maj. Robert Bingham, Principal, begins its one hundred and eighty-first session July 30th.

The Southern Normal School, at Lexington, Rev. S. H. Thompson and L. E. Duncan, Principals, opens its fall term Aug. 18th.

Wake Forest Academy, with L. W. Bagley, A. B., as Principal and C. L. Brewer as assistant, begins its fall term August 25th.

Pigeon Valley High School, Haywood county, Prof. D. M. Luther having been unanimously elected Principal, will open July 15th.

Mount Vernon Springs Academy, Chatham county, Messrs. Edwards, Johnson and Jones, Principals, will begin its next session the first Tuesday in August.

Union Academy, Winslow, Harnett county, Prof. J. A. Campbell, Principal, will resume, with six teachers, July 28th; vocal and instrumental music, calisthenics and penmanship free.

THINGS TO TELL PUPILS.

ROYALTY.—Out of twenty-five hundred and forty emperors and kings ruling sixty nations, two hundred and twenty-nine were dethroned, sixty-four abdicated, twenty committed suicide, eleven went mad, one hundred died on the battle field, one hundred and twenty-three were made prisoners, twenty-five were pronounced martyrs and saints, one hundred and fifty-seven were assassinated, sixty-two were poisoned, and one hundred and eight sentenced to death; total, nine hundred and sixty-three.

NOT SORRY.—You will not be sorry
For hearing before judging;
For thinking before speaking;
For holding an angry tongue;
For stopping the ear of a tale-bearer;
For disbelieving most of the ill reports;

For being kind to the distressed;
For being patient toward everybody;
For doing good to all men;
For asking pardon of all wrongs;
For speaking evil of no one;
For being courteous to all.

“WITNESS MY HAND AND SEAL.”—A thousand years ago the masses, the nobility, the poor and the rich, were wholly unacquainted with the mysteries of the alphabet and the pen. A few men known as clerks, who generally belonged to the priesthood, monopolized them as a special class of artists. They taught their business only to their seminaries, apprentices; and beyond themselves and their few pupils, no one knew how to read and write, nor was it expected of the generality, any more than it would be nowadays that everybody should be a shoemaker or a lawyer. Kings did not even know how to sign their names, so that when they wanted to subscribe to a written contract, law or treaty, which some clerk had drawn up for them they would smear their right hand with ink, and slap it down upon the parchment, saying “witness my hand.” At a later date some genius devised the substitute of a seal, which was impressed instead of the hand. Every gentleman had a seal with a peculiar device thereon. Hence the sacramental words now in use, “witness my hand and seal,” affixed to modern deeds, serves at least the purpose of reminding us of the Middle Ages.

NEWS AND NOTES.

ALL THE teachers of the Wilmington Graded Schools have been re-elected.

STATESVILLE, the enterprising city of the Piedmont, votes for a graded school.

THE FARMINGTON (DAVIE COUNTY), Male and Female College, is to be enlarged.

PROF. M. C. S. NOBLE has been re-elected Superintendent of the Wilmington schools.

AS WE WRITE, two of our principal colleges, Wake Forest and Davidson, are without a President.

THE PROSPEROUS town of Hickory, not content with three flourishing high schools, wants a graded school.

REIDSVILLE, Rockingham county, has voted in favor of a graded school at that place. Hurrah for Reidsville!

THE UNIVERSITY OF NORTH CAROLINA has conferred the degree of D. D. on Rev. N. Colin Hughes, of Chocowinity.

OVER TWO thousand dollars have been subscribed towards the erection of a brick building for the Graded School at Kinston.

REV. D. MATT. THOMPSON, County Superintendent of Lincoln, will hold an Institute on August 15th, with an able corps of assistants.

REV. M. L. WOOD, President of Trinity College, has had the degree of D. D. conferred on him by both the University and Rutherford College.

KERNERSVILLE HIGH SCHOOL, S. C. Lindsay, Principal, had over one hundred pupils last session; will have three departments—Academic, Business and Music.

REV. M. L. LITTLE, Principal of Gaston High School, is preparing to build a large three-story school building, 40x100 feet, for the accommodation of his school.

CHATHAM COUNTY INSTITUTE will be held by Rev. P. R. Law, the County Superintendent, at Pittsboro, on July 28th. Several prominent speakers are expected to be present.

WE WELCOME back to his native State Prof. Eugene C. Branson, late of Murfreesboro, Tenn., who has been elected Superintendent of the Wilson Graded School. We know him well as an instructor, and feel satisfied that the Trustees of Wilson have made a wise selection.

GUILFORD COUNTY INSTITUTE for white teachers will open July 21st; and for colored teachers, on August 11th. Mr. J. R. Wharton, the County Superintendent, expects many to attend.

DAVIDSON COLLEGE, we are pleased to learn, has added twelve thousand dollars to its endowment fund during the past few months. The Trustees report the college in good financial condition.

THE FRIENDS of Kinston College have subscribed twelve hundred and fifty dollars, and the amount will no doubt be much increased, to buy scientific apparatus. Their aim is to make it one of the first colleges in the State.

CHOWAN BAPTIST FEMALE INSTITUTE at Murfreesboro, Prof. J. B. Brewer, Principal, expects to invest one thousand dollars in chemical and philosophical apparatus, and build a two-story chapel and recitation-rooms at an early day.

IT IS whispered that the principal of one of our most prominent North Carolina schools, is to be married sometime in August. The bride is also a teacher in one of our leading graded schools. THE TEACHER'S best wishes ever be with them.

MR. B. F. GRADY, JR., the efficient Superintendent of Public Instruction for Duplin County, will hold an Institute for the white teachers at Duplin Roads, beginning on Monday, July 21st, and the other at Kenansville, beginning on July 28th.

THE TEACHERS of North Carolina are cordially invited to attend the session of the State Normal Institute of South Carolina, which begins in the city of Spartanburg, Tuesday, 14th inst., 10 A. M. The session will last four weeks and the programme will be varied and interesting.

THE ROWAN COUNTY TEACHERS' ASSOCIATION has elected the following officers for the next six months: President, Prof. J. M. Weatherly; 1st Vice-President, Mr. C. M. Brown; 2d Vice-President, Miss Cappie Moose; 3d Vice-President, Mr. C. H. Swink; Secretary and Treasurer, H. J. Overman; Critic, Mrs. S. R. Arey.

OUR UNIVERSITY LIBRARY has nine thousand volumes and two thousand pamphlets, but the committee report that many of them are shelved so high that they are practically in the position of Alexander Selkirk on the Island of Juan Fernandez: "Out of humanity's reach." If the books don't come down after that report, they must be insensible to shafts of wit.

SUPERINTENDENT SCARBOROUGH delivered the address at the laying of the corner-stone of the new Graded School building at New Bern on the 17th of June. The old Academy building is one of the best school-houses in the State, and with the addition now being made, and the beautiful grounds, New Bern will have one of the prettiest Graded School buildings and grounds in North Carolina. The school has been in operation one hundred and twenty years, and has just closed its most prosperous session. All honor to the grand old Elm City and to this venerable and yet progressive school.

We clip the following from the St. Louis (Mo.) *Spectator*:

"At the close of the services in Central Christian Church, on last Sunday morning, Dr. J. H. Foy tendered his unconditional resignation as pastor of the congregation. The scene which followed must have been a very gratifying testimonial of the strong liking the congregation has for him. His resignation was a great surprise to most of them, and a stranger stepping in the moment after it was read would have most naturally looked about for the bier, the flowers and the mourners; so many were the tears shed. Dr. Foy has presided over this church for six years, and the relations existing between them and himself have been most heartily cordial. What his future intention is remains unknown. Those who know him, know that he is unusually endowed with graces and virtues of mind and heart. He has few equals and no superiors among the preachers of the Christian denomination, and his people realize that it will be hard to fully fill his place."

Dr. Foy is a North Carolinian, and well known as a very successful teacher in this State. He has taught at Stantonsburg, Pleasant Hill, Kinston and Wilson. The University of Mississippi recently conferred the degree of LL. D. upon him.

NORTH CAROLINA TEACHERS' ASSEMBLY.

THE FIRST MEETING AND ORGANIZATION.

In August, 1883, the NORTH CAROLINA TEACHER conceived the idea of a gathering of the teachers of the State at some of our delightful mountain resorts for purposes of "health, rest, improvement and recreation." The proposition seemed practical and at once became popular throughout the State, and for several months the teachers have been reading about and thinking of the "Chautauqua" meeting in the mountains, or, as hereafter to be known, "The North Carolina Teachers' Assembly," and wishing for the time to arrive when they would start upon this trip so full of delightful anticipations. The "Assembly" train started from Goldsboro on June 16th with nearly a hundred teachers and friends of education on board. At Raleigh almost a hundred more even added to the happy company, and at nearly every station along the route the number was increased, until the train reached Haywood White Sulphur Springs at 3 o'clock P. M. on the 17th, with over three hundred Assembly visitors on board.

The ride over the Blue Ridge Mountains was grand beyond description and awakened many an expression of delightful astonishment and admiration from the visitors. The scenery along this wonderful piece of railroad engineering is equal in imposing grandeur and magnificence to any in the Union, and, through the kind thoughtfulness of Col. A. B. Andrews, the president of the road, and Mr. McBee, the manager, the visitors were enabled to enjoy the full beauties of the scenery in ways which are never accorded to the regular traveller or tourist. The long train was carried over the mountains in two sections, each with an engine, and the trip was so nicely arranged that the first section was upon the high trestle, near Round Knob, when the second section was passing over a point of road nearly a thousand feet below. The trains were in full view of each other, and this wonderful sight

caused the astonished spectators to indulge in prolonged enthusiastic applause amid waving of handkerchiefs and hats. A most excellent mountain breakfast awaited the party at the new Round Knob hotel, and the stimulating air, aided by the excitement of the scenery, had sharpened every hitherto sluggish appetite into such vigorous activity that the smoking viands so carefully prepared were partaken of with an exceedingly keen relish. Much time was spent in examining the marvellous Round Knob Fountain. It is supplied with water from the top of the mountain and throws a very large stream to the height of nearly three hundred feet, and the water returns to the ground in beautiful cloud-like spray, glistening in the sunlight with all the colors of the rainbow, and this rare sight profoundly impressed the beholders with its exceeding great loveliness. This fountain may indeed be classed as the ninth wonder of the world, as no other one on earth carries the water to so great a height.

After reaching the White Sulphur Springs the whole party rested until the morning of the 18th, when the Assembly was organized and the regular work of the meeting began. The full official proceedings of the meetings, including all the addresses and lectures, will be published in THE TEACHER, beginning with next issue, including about ten pages of each number, and thus continuing to the day of adjournment.

This first session of the "North Carolina Teachers' Assembly" was a complete success in every particular, and is conceded to have been the grandest and most important educational meeting ever held in the South. The attendance was very large (representing sixty-five counties and ten States) far exceeding the most sanguine expectations, and it was made up from the very cream of the profession in the State, representing nearly all our leading schools and colleges; and the magnitude and *personnel* of this splendid gathering of live teachers mean that North Carolina is making rapid advances in the march of progressive education. Within a few hours after the arrival at the Springs the occasion seemed but the assembling of a great family of co-workers; all stiff formalities and unnecessary ceremonies of introductions were laid

aside, each person soon became acquainted with all the others, and all seemed earnestly endeavoring to contribute towards the enjoyment and benefit of one another.

The lecturers and essayists were enthusiastic and full of their subjects, the topics chosen for discussion were of an exceedingly practical nature, all bearing directly upon the most valuable and important methods of school-room work, and the discussions were so familiarly conducted that each teacher could take part, and thus no knotty and confusing questions were left unexplained to vex and discourage the young teachers in giving the new methods a trial.

The admirable essays of Misses Mary Woodward, of Spartanburg, S. C.; Mary Goodloe, of Asheville; Nettie Marshall, of Raleigh, and Mary Pescud, of Raleigh, were full of carefully digested thoughts, and each left a pleasant and beneficial impression upon the minds of the hearers, such as cannot fail to give a new impetus and interest to school-room work. North Carolina may well be proud of her noble teachers throughout her entire borders, and she may be specially and justly proud of the "Teachers' Assembly," which promises to soon extend its progressive enthusiasm to every school in the State, giving new life to the careless teachers and adding even greater success to the already successful schools.

The Assembly is now thoroughly organized for permanency, with a full corps of officers and committees. It is an absolute necessity in North Carolina, and has a great field of usefulness before it; its work is peculiar to itself, and is intended to supplement the valuable training that is given by the Normal Schools; its time of annual meetings will be so arranged as to bring renewed health and strength to all its members, by reason of their mountain sojourn immediately after the fatigues of the school term, that they may be better prepared for efficient work at the Normals; therefore, every ambitious teacher in the State ought to become a member of the Assembly.

An ample fund is now being provided for securing the most talented instructors in the Union, and it is confidently expected that the next session of the Assembly will have nearly a

thousand teachers and friends of education in attendance. A place of permanent meeting is to be secured, an assembly building is to be erected containing auditorium and committee-rooms and furnished with all the modern paraphernalia of educational work. Both grounds and money enough are already pledged for these purposes, thus assuring to the teachers of the State a delightful summer home for "health, rest, recreation, and improvement," also for pleasant and beneficial communication, as well as consultation with one another upon the many complications of successful school-room work. If the first session of the Assembly had accomplished nothing more than an exceedingly pleasant meeting and social acquaintance with one another, of such a splendid body of live and progressive teachers, the occasion would have been of incalculable benefit to the school interests of the State; but to this result is to be added the many valuable discussions, lectures and essays, which will place the teachers higher in the work and kindle the educational fires of the State into such a glow as shall be felt from the sea even to the "lofty granite towers."

The complete organization of the Assembly for the ensuing year is as follows:

President—JOHN J. FRAY, Raleigh.

Secretary—EUGENE G. HARRELL, Raleigh.

Assistant Secretary—W. W. STRINGFIELD, Waynesville.

Treasurer—R. S. ARROWOOD, Concord.

VICE-PRESIDENTS:

First—H. W. REINHART, Thomasville.

Second—J. W. STARNES, Asheville.

Third—H. H. WILLIAMS, LaGrange.

Fourth—ALEX. McIVER, Carbondon.

Fifth—H. L. SMITH, Selma.

Sixth—J. M. WEATHERLY, Salisbury.

COMMITTEE OF ARRANGEMENTS:

J. J. FRAY, Raleigh. E. G. HARRELL, Raleigh.

R. S. ARROWOOD, Concord.

EXECUTIVE COMMITTEE:

J. J. FRAY, *ex-officio* Chairman, Raleigh.

J. L. TOMLINSON, Winston.

ROBERT BINGHAM, Bingham School.

R. H. LEWIS, Kinston.

E. P. MOSES, Goldsboro.

I. L. WRIGHT, Thomasville.

MISS FANNIE EVERITT, Statesville.

MISS MARIA NASH, Hillsboro.

MISS MARY R. GOODLOE, Asheville.

MISS EMMA SCALES, Greensboro.

MISS NETTIE MARSHALL, Raleigh.

MRS. GENERAL WM. PENDER, Tarboro.

CONSTITUTION.

NAME.

This body shall be known and designated as "THE NORTH CAROLINA TEACHERS' ASSEMBLY."

OBJECT.

That the teachers of the east and of the west may meet one another in pleasant and profitable consultation upon their work, and for the careful consideration of the most improved and successful methods of instruction, such as will build up the educational interests of the State.

ORGANIZATION.

The officers of the Assembly shall consist of a President (who shall be *ex-officio* Chairman of the Executive Committee), six Vice-Presidents, Secretary, Assistant Secretary, Treasurer, and an Executive Committee comprising twelve members of the Assembly.

ELECTION.

All officers and the Executive Committee shall be elected at the conclusion of each annual session of the Assembly; the same serve until their successors are chosen and qualified. The President, at the close of each annual session, shall appoint a "Committee on Programme," consisting of three active members of the Assembly.

MEETINGS.

The Assembly shall hold an annual meeting at such time in June as the Executive Committee may appoint. The meeting shall continue two weeks at such place as the Assembly may determine.

QUORUM.

The presence of thirteen members of the Assembly shall be necessary to constitute a quorum.

MEMBERSHIP.

This Assembly shall be composed of all secular teachers and others engaged in any department of educational work, who shall apply for membership, and be accepted by the Executive Committee. To whom, upon the payment of the fee, the Secretary shall issue a certificate of membership, the presentation of which shall be necessary to obtain reduced rates on railroads and at hotels, and other immunities that may be secured for the Assembly: *Provided*, that others not actively engaged, but interested in educational work, may be received as honorary members, upon ballot and payment of the same fee required of active members, and they may enjoy all the rights and privileges accorded to other members, except the right to vote.

DUES.

The only dues collected by the Assembly shall be an annual fee of two dollars from each male member and one dollar from each female member, and these fees must be paid to the Treasurer at each annual session. The fund so raised shall be used solely in defraying the incidental expenses and in securing talented and eminent instructors for each annual assemblage.

COLLECTION AND DISBURSEMENT.

All funds are to be collected by the Treasurer, for which he shall receipt, and the same are to be disbursed by him only upon order of the President, duly attested by the Secretary.

APPLICATIONS FOR MEMBERSHIP.

Application for membership must be made to the Secretary of the Assembly, which application will at once be placed in the hands of the Chairman of the Executive Committee for its action.

AMENDMENTS.

Amendments may be offered in writing at any regular session of the Assembly, and upon adoption by a two-thirds vote of the members present shall become a part of this constitution.

BY-LAWS.

1. The daily meetings of the Assembly shall be held from 10 A. M. to 1 o'clock P. M., and the evenings may be given to special lectures and literary exercises.

2. It shall be the duty of the Executive Committee to select a board of trustees for the Assembly, of three members, and also secure an act of incorporation at the next meeting of the Legislature.

3. The Executive Committee shall also have full management of all matters pertaining to the Assembly during its recess, and decide upon all applications for membership.

4. The Treasurer shall give good and justified bond in the sum of one thousand dollars for the faithful performance of duty, which bond shall be filed with the Executive Committee.

5. All property belonging to the Assembly shall be held by the Trustees in the name of the "North Carolina Teachers' Assembly," and when necessary the same shall be insured in some reliable company.

6. Any of these by-laws may be suspended or amended at a regular session of the Assembly, upon a two-thirds vote of the members present.

SEND YOUR name to the Secretary of the Teachers' Assembly for membership. By special resolution of the Assembly you have until January 1st, 1885, for payment of the fee for this year. Nearly a thousand teachers will attend the next session and ample accommodations will be provided for all. Arrangements are now being made for lectures from some of the liveliest educators in the Union, and the teachers who attend the session will be not only delighted beyond measure, but will also partake of so rich and rare a feast of practical educational work that it will double their value and success in the school-room.

SEVERAL TEACHERS at the Assembly, upon announcing a desire to change their regular location, found good positions open in other parts of the State and good schools were secured by them. This feature of supplying good teachers with good schools will be made more prominent in future sessions, and efforts will be put forth towards making this branch of the Assembly work of special value to those teachers who desire a change of location. A "Teachers' Bureau" will perhaps be organized and placed in charge of a competent and judicious committee which may be at any time consulted with perfect confidence by those seeking either a school or a teacher.

THE ASSEMBLY returns special thanks to Mr. J. C. S. Timberlake, proprietor of White Sulphur Springs, for his many kind attentions and faithful efforts towards making his large number of visitors comfortable and pleased. Even though his house was packed with fifty or more people beyond its capacity, he succeeded in giving comfortable quarters and good table fare to every guest. He is to be congratulated upon his success at entertainment, and his many visitors fully appreciate his frequent favors, as well as his constant willingness to carry out even the slightest suggestion which any one would offer, that would add to the interest and enjoyment of the occasion.

EDITORIAL.

AGAIN AT WORK.

YOUR SUMMER vacation days are now drawing to a close and you will ere long be again at work in your school-room. Many bright eyes and expectant faces will soon be turned toward you, eager to receive the instruction which it is your privilege and duty to give. Do you realize how great a responsibility is resting upon you, and have you been preparing yourself for these duties? Have you been reading educational journals and books which will enable you to improve your methods of teaching? Do you enter upon this new school term with a strong determination to be more faithful to your pupils than ever before? Will you make an honest effort to awaken your scholars to a greater interest in their studies? Are you going to be more patient and persevering with the "idle" girls, the "noisy" boys, the "truants" and all other "troublesome" ones of your school? Are you determined to devote the coming term to *teaching* instead of *keeping* school? If you answer these questions in the affirmative it is well, and at the close of this term we hope you will write to THE TEACHER and tell how much more success you had than in any previous session.

THE FIRST VOLUME OF THE TEACHER ended with the May number, and no June number was issued. This was to make the volumes in future run regularly with the school terms, beginning with July.

WE WILL BE GREATLY obliged to County Superintendents and teachers for any items of school intelligence from their communities. We want to keep the teachers thoroughly and promptly informed of all educational movements throughout the State.

WE CONGRATULATE our enterprising contemporary, the editor of the *Waynesville News*, upon the neat little daily which he issued during the session of the Teachers' Assembly. The *Daily News* contained full reports of the sessions and the paper was eagerly looked for each afternoon.

THE EDITOR desires to make grateful acknowledgment to the friends at the Assembly who presented to him the beautiful and very highly appreciated gold souvenir, in memory of "Chautauqua, 1884." Allow him to say, in the words of the famous Rip Van Winkle, "May you live long, and prosper."

WE HOPE that each County Superintendent will kindly speak a few words in behalf of THE TEACHER at the County Institutes this season. We are trying to make North Carolina one of the foremost States of the Union in progressive education, and to this end we desire every teacher in the State to be a regular reader of the magazine.

"THE NORTH CAROLINA TEACHERS' ASSEMBLY," at its Waynesville session, by special resolution adopted THE NORTH CAROLINA TEACHER as the official organ of the Assembly. We tender our sincere gratitude, and promise to put forth every effort in promoting the interests of the Assembly and its members and the general cause of State education.

TRY TO MAKE your school-room as pleasant as the homes which the children go from every day. It is just as easy to make it attractive as it is to have it otherwise. You will be surprised how much a little touch here and there will add to the appearance of the room, and you will also be surprised how much more earnestly the pupils will study in a neat school-room than when they have to spend the day in an unclean and forbidding-looking room.

WE HOPE that all our teachers have attended some of the Normal Schools this season, and that they will now return to their school-rooms with many new ideas and much-awakened ambition to be more successful than ever before. The Normals have been unusually fine in all their appointments and the work has been

of a very superior character, and the teachers who have taken advantage of these opportunities will be more appreciated by their patrons, and new life will be seen in their schools during this term.

HAS THE time of your subscription to THE TEACHER expired? A large number of our earlier subscriptions ended with the May number. We are much gratified and complimented at seeing so many promptly renewing, and we hope that *all* our readers have found the magazine so valuable and helpful in their work as to induce them to at once enroll their names again as subscribers. We promise every effort on our part toward making the journal better than ever during the coming year. If your copy of THE TEACHER for this month contains a blank for renewal it means that your subscription has expired, and we shall be pleased to have the blank filled out and returned to us at once, so that your files of the magazine will be unbroken.

WHAT IS YOUR school going to send to the Exposition at Raleigh this fall? It is very important that all our prominent educational institutions shall be represented in some way. There will be a great number of visitors from other States, and they will be closely looking after the school exhibits in order that they may form some idea of the educational advantages which North Carolina offers to the new coming resident. But few schools in the State can do nothing at all toward the exhibit, and a small display from each one will be grand in the aggregate and certainly impress the beholder favorably in regard to our school facilities. Don't pass this suggestion aside without attention, but resolve that *your* school shall be represented, and at once put some of your brightest pupils at work in preparing such articles as you desire to exhibit. It will benefit your school, help the Exposition and aid the cause of education in the State.

THE EDITOR OF THE TEACHER feels under special obligations to all who attended the Assembly and begs leave to return his hearty thanks;

1st. For the cordial co-operation which each one gave to the general work of the Assembly, thus contributing so largely to the pleasure and benefit of the occasion.

2. To all who so willingly and ably assisted in the several very enjoyable literary entertainments.

3. To those who gave the Assembly such admirable and practical lectures and essays upon the teacher and the various departments of the teacher's work; who took such an active part in all the interesting discussions, thus aiding so largely in bringing out and developing new ideas and new methods of teaching.

4. To each person, specially, for the general good feeling, good humor, good order; and good will which so pleasantly prevailed. May we all meet at many such delightful sessions of the Assembly.

PERSONAL MENTION.

SIG. D'ANNA has resigned as Musical Director at Salem Academy.

RABBI STRAUS teaches a Hebrew and German School at Goldsboro.

PROFESSOR and MRS. BAUMANN, of Peace Institute, are at Saratoga.

MISS ALICE PELL has accepted a position at Davenport Female College.

PROF. H. T. WILLIAMS has resigned as Principal of Pantego Academy.

MR. T. T. MITCHELL will take charge of the Franklinton Male Academy.

CAPT. A. C. DAVIS, of LaGrange, is spending his vacation in New England.

REV. L. A. BIKLE, D. D., has accepted a professorship in Gaston High School.

MR. E. M. GOODWIN has been selected as Principal of the Kinston Graded School.

MRS. PARKER MCGEE has opened a school at Pigeon River, Haywood county.

MISS JANE NEWMAN has taken a position as teacher in Shelby Female College.

HAYESVILLE HIGH SCHOOL, Clay county, has chosen Major Rankin as Principal.

REV. J. H. CLEWELL has been elected Assistant Principal of Salem Female Academy.

MISS DOZA YOUNG's Preparatory School for girls at Franklinton will open July 14th.

PROF. N. D. JOHNSON will take charge of Apex Academy, Wake county, August 1st.

DR. R. C. ELLIS and wife will open a school at Waco Academy, in Cleveland county.

PROF. E. P. MOSES, of the Goldsboro Graded School, will spend his vacation in Tennessee.

PROF. PRICE THOMAS has been reëlected Superintendent of the New Bern Graded School.

MR. G. A. GRIMSLEY has been elected Assistant Principal of Kinston Graded School.

PROF. L. W. BAGLEY has completed a handsome academy building at Wake Forest College.

MRS. S. D. TWITTY resumes her place as Lady-Principal of Wilson Collegiate Institute.

REV. JOSEPHUS LATHAM is Principal of Oak Grove Academy at Keelsville, Pitt county.

PROF. J. W. MURPHY will open a school for boys and girls in the college building at Clinton.

PROF. HARGROVE, of Virginia, takes a position as instructor in Oxford Female Seminary.

MR. T. N. IVEY and wife will open a male and female school at Brevard on the 13th of August.

MISS MINNIE and JENNY WILLIS will open a school for boys and girls at Pittsboro, August 4th.

MISS MARY V. MARSH, of Clinton, has taken a position as teacher in the Orphan Asylum at Oxford.

PROF. W. C. DOUB, of Jonesboro, has been elected Superintendent of the Greensboro Graded School.

MISS JULIETTE SOMERVILLE will take charge of the Music Department of Wilson Collegiate Institute.

MISS SARAH J. JINETTE, of New Garden, has been engaged as assistant teacher at Nahunta Academy.

CAPT. JOHN E. DUGGER has become associated with Mr. L. A. Williams in the Warrenton Male Academy.

REV. E. RONDTHALER, D. D., has been elected Principal of Salem Female Academy, *vice* Dr. Zorn, resigned.

PROF. WILBUR F. TILLET, of Vanderbilt University, is spending his vacation at his old home in this State.

MISS LOLA W. MILNER has resigned as teacher in Shelby Female College, and will return to her home in Alabama.

PROF. JOHN F. BRUTON, Superintendent of the Wilson Graded School, has resigned to enter upon the practice of law.

MR. W. G. RANDALL, a recent graduate of Chapel Hill, will take charge of the school at Marion, McDowell county.

PROF. T. J. MITCHELL, of the Charlotte Graded School, will conduct the Teachers' Institute at Lincolnton in August.

REV. J. T. ZORN, the efficient Principal of Salem Academy, has resigned that position and will reside at Nazareth, Pa.

PROF. L. M. PATTERSON, late of the Goldsboro Graded School, will spend a year at John Hopkins Institute, Baltimore.

DR. AUG. KURSTEINER, the former popular Musical Director of St. Mary's School, resumes this position for the next term.

PROF. JAMES T. MURPHY, A. B., has taken charge of Clinton Collegiate Institute. The first term will begin August 21st.

PROF. CHARLES L. WILSON has regularly entered the profession of teaching. He will open a school this fall at Asheville.

MISS MARTHA WHITLEY, MISS MARY A. WILKINSON and MISS JENNIE SIMMONS will teach next session at Pantego Academy.

MR. B. F. WHITE, University of North Carolina, enters the list as a member of the Faculty of LaGrange Collegiate Institute.

PROF. E. E. HILLIARD has leased the Vine Hill Academy at Scotland Neck, for ten years, and will greatly improve and enlarge it.

REV. R. B. SUTTON, D. D., has been elected Principal of St. Augustine Normal School, Raleigh, in place of Rev. J. E. C. Smedes, resigned.

PROF. ROBERT P. PELL has been elected to a position in Centennial Graded School, Raleigh, to take the place of Prof. Lee T. Blair, resigned.

PROF. LEE T. BLAIR has resigned as teacher in the Centennial Graded School to accept the principalship of the Friends' School at New Garden.

PROF. JOHN VAN WORDRAGAN, late Musical Director of Clinton Female College, has accepted a like position in Thomasville Female College.

MR. FRANK D. WINSTON, of Bertie, the Republican candidate for State Superintendent of Public Instruction, called to see us some days since.

PROF. R. L. PATTON has resigned as Principal of Globe Academy. He has removed to Hendersonville and will enter the ministry of the Baptist Church.

REV. A. D. HEPBURN, D. D., has tendered his resignation as President of Davidson College, but has consented to remain in charge until his successor is chosen.

REV. W. A. RODGERS, A. M., M. D., has accepted the Presidency of Yadin College, under the patronage of the Methodist Protestant Church in North Carolina.

PROFS. W. R. HARRIS, H. M. JOSEPH and H. S. HENDERSON, of St. Augustine Normal School, Raleigh, have been advanced to the Priesthood of the Episcopal Church.

MR. W. K. BROWN has resigned his position in Tennessee and will return to Wentworth Academy at Rome, N. C., as Principal. We heartily welcome Mr. Brown back to the State.

DR. R. H. LEWIS, President of Kinston College, has received the appointment as Lecturer on Philosophy at the National Institute, which meets in Washington City next summer.

PROF. WM. G. SIMMONS has received the degree of LL. D. from Wake Forest College. He is one of the oldest and most accomplished college professors in the State, and his *Alma Mater* has done itself honor in thus honoring him.

PROF. J. A. GILMER, Principal of the Morganton Male Academy, was married June 17th to Miss Laura P. Avery, daughter of the late gallant Colonel Clarke Moulton Avery, of Burke. The "TEACHER" congratulates the parties to this happy union of historic names.

MR. CHARLES L. SMITH, of Durham, formerly editor of the *Wake Forest Student*, has accepted the position of assistant teacher in Raleigh Male Academy. We congratulate Messrs. Fray & Morson upon securing the services of Mr. Smith, and we cordially welcome him to our city.

MR. E. D. MONROÉ, late assistant in the Jonesboro High School, graduated with high distinction at the late Commencement of our University. The Committee on Orations spoke of his speech "as exhibiting a power of reasoning and analyzing worthy of any man in the State." Mr. Monroe takes a place as teacher in the Durham Graded School.

TEACHERS' BUREAU.

[THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded.]

POSITIONS WANTED.

17. A young lady who has had three years' experience in the school-room, and has attended two of the State Normal Schools, desires a situation in a private family. Can teach the English branches and music.

18. A lady of several years' experience, and who has attended two sessions of the University Normal School, desires a situation in a school or private family.

19. A lady desires a situation in a family or school for giving lessons in vocal and instrumental music. Good references will be furnished.

20. A gentleman (single) will accept a situation in a graded school. Is a full graduate and has had several years' experience in the school-room. Can furnish best references.

21. Prof. David L. Ellis, of Raleigh, a graduate of Nashville University, and late Principal of Falling Creek Academy, desires a situation as principal or assistant principal of a school. He prefers graded school work.

22. A young lady, who can teach the English language, Mathematics, Latin and Music, desires a situation in a school. She has been teaching nearly three years, and can furnish best references.

TEACHERS WANTED.

A lady to take a private school, at a salary of about forty dollars per month. She must be able to teach Music, Latin, French and Elementary German. No choice as to religious denomination.

T. L. Sarles, Esq., Westfield, N. C., wishes to employ an experienced male teacher and a thorough scholar to take charge of Westfield Academy—one who expects to make teaching his business. Address as above.

NEW BOOKS.

QUIZZISM AND ITS KEY. By A. P. Southwick. Boston: New England Publishing Company. Price, \$1.00.

Send for a copy of this book and you will like it. It contains a wonderful amount of just such information as you can easily use in your school-room with very great interest and benefit to the pupils. We have given the book a careful examination and do unhesitatingly and heartily recommended it to every live teacher as a most valuable aid in improving your school.

METHODS OF TEACHING GEOGRAPHY. By Lucretia Crocker. Boston: School Supply Co.

We all admit the great necessity of teaching Geography in our schools, but very few persons can do so with any special degree of success. Miss Crocker's "Methods" will be of great benefit to any teacher who carefully studies it, and he will be enabled to give new life to the Geography lesson and make each pupil awake to a new interest and conception of this branch of study. Try the book.

FIRST LESSONS IN PHYSIOLOGY AND HYGIENE, with Special Reference to Alcohol, Tobacco, and other Narcotics. By Chas. K. Mills, M. D. Philadelphia: Eldredge & Bro. Price, 85c.; to teachers for examination, 50c.

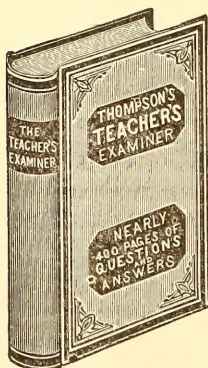
It is an easy thing to interest children in the study of Physiology if you begin right, and the first step is to secure a book that is clear, concise and yet elementary enough to interest the pupils who are just beginning the study. Dr. Mills has succeeded in making the subject of Physiology and Hygiene extremely attractive, stripping from it all forbidding aspects and unnecessary technical language. The chapter on "Alcohol, Tobacco and other Narcotics" is of special value, and can be used in the school-room by a live teacher with telling effect for good on the rising generation.

WENTWORTH'S MATHEMATICAL SERIES.

OUR SPECIAL CIRCULAR contains a list of **66 COLLEGES** and **432 HIGH SCHOOLS** into which the *Algebra* has been introduced since its publication. It has been introduced into **38 COLLEGES** and **249 HIGH SCHOOLS** the past year.

Strong evidence of the merit of *Wentworth's Geometry* is found in the fact that since the beginning of the school year, in 1878, it has been introduced into **159 COLLEGES** and **836 PREPARATORY SCHOOLS**. It has been introduced into **54 COLLEGES** and **255 HIGH SCHOOLS** the last school year. For a list of these, and also for testimonials, see our Special Circular, which we send on application.

GINN, HEATH & CO., - Publishers,
BOSTON, NEW YORK AND CHICAGO.



THE TEACHER'S CHOICE. THOMPSON'S TEACHER'S EXAMINER *Still More Popular than Ever.*

REVISED AND ENLARGED!
A New Edition just issued from the press for 1884.

The **EXAMINER** is a book of nearly 400 pages, having been prepared for Teachers and those fitting themselves to teach, and is also adapted to the use of Common and High Schools, for daily, weekly and monthly reviews. It embraces a general review of the following branches in a series of questions and answers: History, Grammar, Civil Government, Geography, Orthography, Physical Geography, Reading, Physiology, Writing, Arithmetic, Philosophy, Astronomy and Botany.

1. Every Teacher should procure a copy of the Examiner. 2. It contains over 5,000 important questions and answers. 3. The work is endorsed by the best educational men of the country. 4. Nothing like it for reviews and test-work, and it is being used in many schools. 5. If you are dreading an examination, purchase a copy of this book; it will guide you safely through. 6. The Teacher's Examiner will be mailed to any address, post-paid, on receipt of price, \$1.50.

Teachers, I also have a new book on English and American Literature, just from the press, entitled

SKETCHES OF ENGLISH AND AMERICAN LITERATURE, BOTH ANCIENT AND MODERN.

This is a very useful work. In alphabetical order it mentions the time of birth and death (if dead) of each writer, and the most important work he has written. This excellent treatise will also be mailed to any address, post-paid, on receipt of \$1.50.

Address,

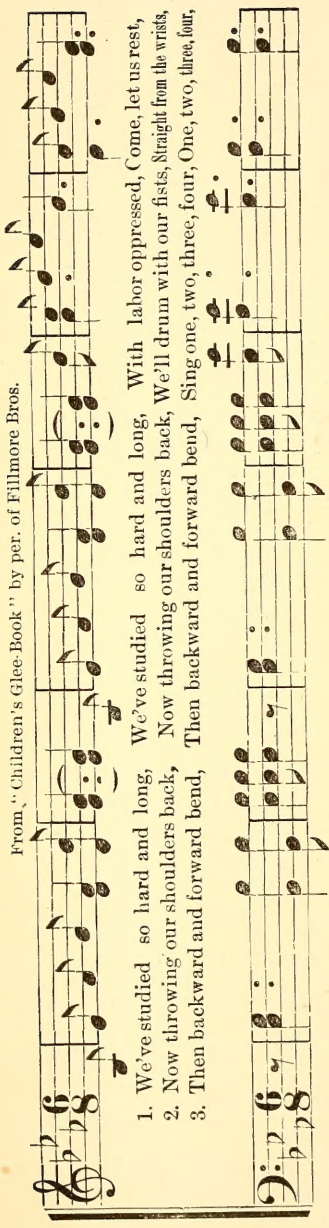
ALBERT H. THOMPSON,
No. 13, 3d Ave., CHICAGO, ILL.

NORTH CAROLINA STATE LIBRARY

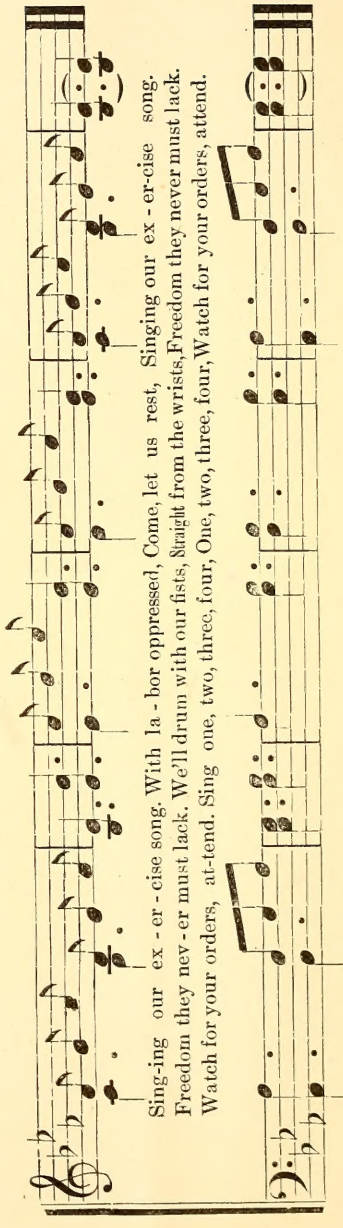
EXERCISE SONG.

BY J. H. FILLMORE.

From, "Children's Glee-Book" by per. of Fillmore Bros.



1. We've studied so hard and long, With labor oppressed, Come, let us rest,
 2. Now throwing our shoulders back, Now throwing our shoulders back, We'll drum with our fists, Straight from the wrists,
 3. Then backward and forward bend, Then backward and forward bend, Sing one, two, three, four, One, two, three, four,



Sing-ing our ex - er - cise song. With la - bor oppressed, Come, let us rest, Singing our ex - er - cise song.
 Freedom they nev - er must lack. We'll drum with our fists, Straight from the wrists, Freedom they never must lack.
 Watch for your orders, at-tend. Sing one, two, three, four, One, two, three, four, Watch for your orders, attend.

- 4 ♪: Now all in a nice straight line, :||
 ♪: Each one in his place,
 Right about face,
 Wait for the march-away sign. :||
- 5 ♪: Then, keeping the best of time, :||
 ♪: With never a frown,
 March up and down,
 Singing our happiest rhyme. :||
- 6 ♪: Now back to our place as before, :||
 ♪: With spirits so light,
 Rested and bright,
 Ready for study once more. :||

THE
North Carolina Teacher.

VOL. II.

RALEIGH, AUGUST, 1884.

No. 2.

RINGING OF THE OLD SCHOOL BELL.

BY PALMER HARTSOUGH.

Oh the ringing of the old school bell,
What a message doth its chimings tell,
To the ears that love the singing
Of the birds so freely winging,
Thro' the woods and over vales at will.
Oh the ringing of the old school bell,
'Tis a message understood full well,
For the feet return from straying,
And the hands relent from playing,
And the noisy lips are hushed and still.

Oh the ringing of the old school bell,
How the echoes with its burdens swell,
For the irksome task commences,
And thro' all the moods and tenses,
Must the weary moments drag along.
Oh the ringing of the old school bell,
There is naught below can break its spell,
Till the A B C is banished,
And the rod and rule have vanished,
So we'll try to sing a cheerful song.

Oh the ringing of the old school bell,
There is something more its chimings tell,
Older people often listen,
And a tear will often glisten,

O'er a lesson we are slow to learn,
For the ringing of the old school bell,
Has to them at last become a knell,
Of the time of school-days olden,
Of the moments that were golden,
Moments that will nevermore return.

Let us listen to the old school bell,
To the message that its chimings tell;
Though we love to hear the singing
Of the birds so freely winging,
Thro' the woods and over vales at will.
Let us hasten toward the old school bell,
Toward the call we all have learned full well;
Turn the little feet from straying,
Cease the little hands from playing,
And the little lips be hushed and still.

[For the North Carolina Teacher.]

COMMENTS UPON NORMAL SCHOOL WORK IN 1884,

WITH ESPECIAL REFERENCE TO THE STUDY OF
GRAMMAR AND HISTORY.

BY HENRY E. SHEPHERD, CHARLESTON, S. C.

I purpose to submit to the consideration of my fellow-teachers in North Carolina the results, concisely expressed, of my observations of Normal School work during 1884, with especial reference to the departments of grammar and history. I select these studies for the reason that they are intimately related to my chosen field of research and investigation, assuredly, with no disposition to depreciate or ignore the other phases of the Normal School curriculum. It was my rare good fortune to attend both the Normal School at Wilson and that at Chapel Hill, so that I had

an opportunity in some degree to make comparisons, institute contrasts, and frame generalizations.

In the first place, let me call attention to the generally prevailing lack of acquaintance with the *historical method* of study in English. The results of historical philology, the only form of philology which exists upon any rational basis, have been rendered so accessible to teachers by the labors of such scholars as Whitney, March, Earle, Oliphant, Lounsbury, Mason, Mætzner, and Morris, that he who remains in ignorance has nothing to censure save his own indolence or his own indifference. It is a mere truism to affirm, that without a judicious application of the results attained in English by the historical method, the teaching of grammar can never ascend above a purely empirical and mechanical stage. It is, perhaps, to the conspicuous absence of this critical knowledge of the evolutions of our tongue, on the part of book-makers, as well as teachers, that we may attribute the potent fascination of the *diagram method*, now almost universally diffused throughout North Carolina, which is nothing more than a delicately constructed device, intended to assist in the artificial propagation of grammatical stupidity.

In the diagram system shallow empiricism attains its climax. It constitutes an admirable illustration of what Bacon so aptly described as "conceit of knowledge without the reality." By what conceivable process of logic can the diagrams convey to the mind of a pupil the characteristic subtleties of thought that underlie so many of our recognized English idioms? Who will diagram a sentence so as to bring out the delicate and almost impalpable shade of meaning that marks off the participle from the participle adjective—the "adjective in motion and the adjective at rest," as my renowned teacher, Prof. Gildersleeve has expressed it, with the felicitous terseness of consummate scholarship? What champion of this new grammatical revelation will venture to diagram Macbeth's speech before the assassination, or Mark Antony's harangue over the body of Caesar, so as to impress upon the people's understanding the play of emotion, the agony of suspense, the artful appeal to passion under the skilfully wrought guise of

decorous restraint, which are exhibited with unsurpassed artistic effect by the employment of the ideal or subjunctive mood? Who will diagram one of Cardinal Newman's sermons, Freeman's brilliant estimate of William the Conqueror, or Carlyle's review of Croker's edition of Boswell's Life of Johnson? The list might indeed "stretch out to the crack of doom."

A continuous, systematic pursuit of such manuals as Mason's English Grammar, Oliphant's Early and Middle English, Hall's Modern English, will reveal an unknown land to the teacher who has never advanced beyond the clever sciolism of the diagrams, a land flowing with linguistic wealth, fertile in suggestion, rich in inspiration. The teacher who disregards the study of English from an historical stand-point, is confronted with difficulties, even in the elementary stages of grammatical instruction. Even the explanation of the possessive sign 's is impossible without historical acquaintancé with the transformation of the language, the decay of its ancient inflections, and the persistent survival of this almost isolated example.

When the so-called *irregular* verbs and *irregular* nouns are encountered, the need of philological study is more apparent. For what are they, save survivals of an old and accredited usage? Such forms as "*had rather*," "*had better*," cannot be explained, but by reference to their historical development, and without such investigation, the "*rathe* primrose," of Milton, as well as the "*rathe* and riper years," of Tennyson, is thoroughly misapprehended. Even so simple a form as our adverb "*needs*" cannot be explained unless its origin is known—it being simply the petrified genitive of an old English noun. The same general comment is applicable to idioms in process of growth, as well as to those already naturalized and authenticated by the register of the grammarian. How many teachers of grammar in North Carolina have noted the comparatively recent introduction of the pronoun "*its*" into our written speech, or have traced the growth of our passive progressive form, "*is being done, etc.*," which is little more than a century old, or have followed the evolutions of that increasing fashion of our time—the insertion of an adverb between the pre-

position and the infinite mood, as to “*utterly ignore*,” “*to not comply*,” now in progress under their very eyes? How many teachers have cultivated and applied in the pursuit of language the scientific habit, without which no rational mastery of linguistic, as of physical science, is attainable? It is only the historical investigation of English that will discover to the mind of the teacher, to how great an extent our ordinary grammars are *subjective* productions—how frequently they fail in their only legitimate function—the accurate representation of idiomatic usage, how often they exhibit the predilections of their authors, the hallucinations of pedants, or the flimsy teachings of charlatans. Grammar, so far as it wanders from its proper sphere, which is purely *objective*, becomes erroneous and misleading; yet I am acquainted with but one or two elementary English grammars, that are not obnoxious to this criticism. Mason’s is a notable and conspicuous exception.

I fear, however, Mr. Editor, that I am exceeding the limits assigned me, so that I will defer my comments upon the teaching of history until some more auspicious occasion.

[For the North Carolina Teacher.]

“SCHOOL FROM HOME.”

BY A NORTH CAROLINIAN, AUSTIN, TEXAS.

Thinking perhaps the North Carolina teachers would like some information concerning schools outside of their own State, I take the opportunity offered me by the kindness of our editor to give them a short account of the Graded School in the capital of the Lone Star State.

Austin, being the “city of the hills,” it is impossible for one building to be so located as to be accessible to all the children. For convenience then, the school has been divided into four branches, situated in different parts of the city, embracing in all some twenty-five teachers. It takes a careful “Board” and wise

"Superintendent" to conduct with success such a large and widely scattered school; but, I think, the Austin school is highly favored. The school consists of three grades; Primary, Grammar and the High School, embracing in all a period of about ten years. If a pupil finishes thoroughly the entire course, he is very well prepared for college or business.

The first thing a stranger would notice on entering the classroom here is the different nationalities represented, American, German, Swede, Norwegian and occasionally a Mexican, all to be taught the English language. I should think the teachers would find it quite difficult to teach these children who necessarily have different pronunciation, all by the same method.

I saw a little German girl write an English copy that had been written for the class, on the blackboard, quite correctly, and yet she could not read one word of it.

One very serious objection to all State schools in Texas is that religion is banished from the class-room, trying, I suppose, to be "all things to all men."

[For the North Carolina Teacher.]

THOUGHTS FOR TEACHERS.

BY REV. W. B. HARRELL, M. D., STANLY COUNTY.

At a recent meeting of the Teachers' Association of the State of Illinois (so we read), the following are a few of the *good points* that were brought out:

1st. The great purpose of all intellectual education is *mental* development.

2d. The acquisition of skill and knowledge is only a secondary consideration; but in the pursuit of mental development only practical means should be used.

3d. The study of Arithmetic is beneficial in proportion as it is productive of *exact* thinking.

4th. Reading should be made a *bearer* of, rather than a *barrier* to thought.

5th. Promotions should be made on the basis of the *mental* strength of pupils; examinations being useful as a test of the *ability of the teacher*.

6th. Know the mind of the pupil and the subject-matter to be taught, and you will need no "*cut and dried*" methods.

7th. The great purpose of all school work is to develop habits of correct thought and action.

8th. When teachers become *artisans* rather than *tradesmen* the millennium of all school work will be at hand.

9th. To keep dull pupils from being discouraged, never discourage them.

10th. Keep a slow boy busy and he will advance surely. Don't hurry him, but let his mind grow.

11th. "An honest man is" (said to be) "the *noblest* work of God," but a good school director or good committeeman is the *rarest* work of the Great Architect on earth.

There are many other good things in the list that were brought out at the meeting aforesaid—all tending to arouse the enthusiasm of school teachers, and to *revivify*, if possible, the whole system of school work in the State of Illinois.

May we not hope that our own school work will also be remodelled, or *revivified* and improved? There is certainly great need for it in some departments of labor, especially in that part devised for the benefit of the masses in the public school system of our State.

It is the general opinion that much of the teaching that is done in our public schools is not what it should be.

There is too much mere *school keeping* and too little real *school teaching*; and the complaints that are heard on all sides "are loud, and deep, and wide," and well-nigh universal.

The readers of the NORTH CAROLINA TEACHER may effect *much* in correcting the evils complained of by carefully considering the "thoughts" here presented; and by endeavoring to exemplify the same in the school; and to enlarge them, and to exhibit

practically before their pupils the very best work that they possibly can produce.

The good teachers, in the school-room and out, must be, in all things, *earnest men or women* in their day and in their generation—true to their calling, true to themselves, true to their pupils, true to their God. Time is short. The day is fast passing away, and the night cometh. The words of the wisest *man* that ever lived ring in our ears *to-day* as to those in the past: “Whatsoever thy hand findeth to do, do it with thy might; for there is no work, nor device, nor knowledge, nor wisdom in the grave whither thou goest.”

[For the North Carolina Teacher.]

PROPER CLASSIFICATION.

BY E. E. HILLIARD, PRINCIPAL VINE HILL ACADEMY.

Many of our teachers doubtless remember what Josh Billings says about advice. And he is not far wrong. The truth is, everybody likes to give advice when somebody else will listen. But what is written for THE TEACHER is not intended to be considered advice, strictly speaking, but merely suggestions.

Methods, as employed by others, are worth nothing to us, only as they suggest a change in our own methods. For we cannot absolutely follow the methods of any teacher whose circumstances and surroundings are at all different from ours; and as no two teachers are often situated precisely alike, so no two teachers can follow precisely the same methods with the very same success.

Every teacher who is doing good work must have methods of his own. He may so improve his own methods, sometimes, by blending his into the methods of others, as to make them appear to be new methods entirely.

As this is the season when almost all schools begin their work of the year—when some are being established—the writer thinks

that a few suggestions on classification may not be out of place. The young teacher finds no more difficult task than to properly classify his school. Especially is it the case in primary schools. The matter of classification requires time. Of course it will not do to spend too much time in the arrangement of classes. In fact, few teachers can afford to spend as much time as they really ought in arranging their classes, lest they displease the pupils or the parents, or both.

Some teachers practice policy, to the detriment of thoroughness in their pupils, simply to please parents. Every teacher ought to be politic enough to gain the confidence and coöperation of parents in the beginning, if possible. And children will talk about school when they go home. So it is not well to keep them waiting for classification long enough to become restless, or feel like they have nothing to go to school for.

It may take days to get them arranged, but the teacher can find something for pupils to do—whether very profitable or not—till classes can be tolerably well arranged.

Pupils should not be put into too many classes at first. And pupils of the same age, who know each other very well, do not like for one to have much more given to one than to another. A boy who is not put into as many classes as his neighbor, feels like you think he is not as smart as his neighbor.

Pupils of the same age generally do better to have given them at first about the same amount of work. If one proves himself superior to others of his class he can be allowed to drift into another class or two without much notice on the part of the other pupils.

Pupils are close observers, so much so that they often see partiality where it does not exist; and if it does exist at all they are sure to detect it. It is well in arranging classes to have it understood that the first arrangement may not be permanent. Pupils like to go forward rather than backward; so it is highly important that the teacher, if he finds it necessary to remove one from a class, to be able to say to him: "You know too much to stay down in this class." Never arrange them so that you will have

to say: "You do not know enough to stay up in this class." They want to move up all the time.

A teacher may so question a boy as to make him say he sees almost anything. You may make him say he sees it to his interest to go into a lower class, but when he goes there his pride is wounded, and nine times out of ten he does much worse than if he had been put too low at first and then allowed to advance. He may say he sees it, but he seldom feels it.

A good man said to me that his boy had never taken the same interest in his books since I put him back a class in one of his studies. At the time, however, the boy told me he was willing to go. I thought I had shown him the necessity very plainly, but he did not see it.

Too much care cannot be used in classification. It avoids much trouble further on in a boy's course.

When practicable, pupils ought always to be sent forward rather than backward. Encouragement is one of the very best stimulants, and sending pupils higher encourages, while sending them lower greatly discourages them.

THE NATIONAL EDUCATIONAL ASSOCIATION.

BY D. MATT. THOMPSON, LINCOLNTON, N. C.

The twenty-seventh meeting of the National Educational Association was held in Madison, Wisconsin, July 15th—18th. Madison is styled the queen city of the Northwest. It is certainly a beautiful city, located between the romantic lakes Menona and Idendota. The meetings of the Association were held in the State capitol and in the several churches of the city. Rev. J. L. M. Curry, D. D., of Richmond, Va., delivered the opening address. His theme was "Education and Citizenship." His address was to the point, and was well received. On Wednesday evening of the session, Major Bingham, of our State, deliv-

ered a strait-forward, matter-of-fact address on "Education at the South." He urged national aid as an educational necessity. He took the ground that the South has claims on the National Treasury, as the negroes are in the South, and are the wards of the nation, to whom the nation has given the ballot with no provision for giving them the intelligence necessary to its use.

I have no doubt but that the address, both of Major Bingham and of Dr. Curry, did much to wake up and arouse the mind of the Northern educator in favor of national aid.

The subject of Primary Education occupied a prominent place on the programme, and was ably and interestingly discussed.

The meeting was a grand convocation of teachers from all parts of the United States. It was estimated that at least six thousand were in attendance. Everybody seemed to be in a good humor with everybody else. Such meetings give a mighty impetus to education. I think most, if not all, went away feeling benefited and encouraged, and with a determination to do more earnest and faithful work than ever before.

After an interesting session on Friday evening, the National Educational Association of 1884—the largest meeting of the kind ever convened in this or any other country—adjourned, to meet, in 1885, at some place to be named by the President of the Association and the Council. The impression seemed to prevail that White Sulphur Springs, West Virginia, will be the place selected.

I spent some days at Normal Park, Illinois, at Col. Parker's Institute. I find Col. Parker quite popular there. His Institute represents twenty-six States. He is a leader in what is called the "New Education," and while I do not endorse everything he says and does, yet I am convinced he is doing a great work for the teaching profession. He continuously opens up new lines of thought, and a teacher spending some time in the class-room with him, will go away thinking more of his calling, and feeling able and determined to do better work than in the past.

I will say that Normal Park is a suburb of Chicago, and here is located Cook County Normal School of which Col. Parker is the Principal, at a salary, I learn, of five thousand dollars a year.

TEACH GOOD ENGLISH.

Train your pupils to use the English language correctly. No part of your school work requires greater or more constant labor than this. It seems as if this whole generation is given to the careless use of English, and we find this habit prevailing in the newspapers, magazines, books, hymns, and also in the conversation and writings of the educated as well as among those who are not expected to know better.

The remedy for this mortifying state of affairs is in the hands of our teachers, and it is to be applied in the school-room. The same remedy is to be used with the primary classes as well as the most advanced. If necessary, let us leave off some of the Latin and Greek and give more time to teaching our mother tongue, which we are to use a thousand times more than any foreign or dead language. We hold that North Carolina English is as good as any to be found in the world; but we also know that many of our educated people write in a style so careless and confused that their expressions are capable of all kinds of interpretation widely different from those which the writer intended. This "peculiarity" of style is the cause of numerous troubles, complications and misunderstandings, and these same "peculiarities" must be removed and correctness established in the education of the present vast army of North Carolina school children.

To make the importance of the matter clearer by practical illustration of the trouble which exists, we extract the following specimens of bad English from a little book recently published by Messrs. D. Appleton & Co., under the odd title, "English as She is Wrote":

"In an account of an inaugural ceremony it was asserted that 'the procession was very fine, and nearly two miles long, as was also the report of Dr. Perry, the chaplain.'"

"Wanted—A room by two gentlemen thirty feet long and twenty feet wide."

"A bill presented to a farmer ran thus: 'To hanging two barn doors and myself, \$1.50.'"

"Here is a curious evidence of philanthropy: 'A wealthy gentleman will adopt a little boy with a small family.'"

"In the account of a shipwreck we find the following: 'The captain swam ashore. So did the chambermaid; she was insured for a large sum and loaded with pig-iron.'"

"A Western paper says that 'a fine new school-house has just been finished in that town capable of accommodating three hundred students four stories high.'"

"A clergyman writes, 'A young woman died in my neighborhood yesterday, while I was preaching the gospel in a beastly state of intoxication.'"

"Wanted—A young man to take charge of horses of a religious turn of mind."

"In the far West a man advertises for a woman 'to wash, iron and milk one or two cows.'"

"On a vacant lot back of Covington, Kentucky, is posted this sign: 'No plane base Boll on these Primaces.'"

We know that you have smiled at these ridiculous blunders, and perhaps you have doubted the genuineness of the "specimens," but such absurd constructions of the language may be found every day in our own communities, both in print and in conversation, and neither are they alone the errors of the most ignorant people. We heard some time ago, one of the most prominent ministers in the State make the following announcement from his pulpit: "Much sickness is among the membership, and I shall be glad to know of any cases." Whether any one made the pastor glad by telling of some poor sister's or brother's sickness, we did not learn.

One of the most familiar and orthodox hymns that Christians sing has this line: "To redeem such a rebel as me." Perhaps excuse will be made for this *objective* case on the ground that the author was writing gospel and not grammar.

In a school catalogue, a short time ago, we read that "the place is healthy, moral and social." Did the writer refer to the town, as composed of houses and lots, to the *climate* or to the *people*? Take any of these objects and apply the terms "healthy,

moral and social" and see if the description is not absurd—and the fault lies in the bad English.

An intelligent correspondent of one of our State newspapers, in describing a very pleasant dinner a few days ago, wrote: "The menu included chicken, ham, butter, wild turkey, green corn, tomatoes, beets, and pickles, all raised in his garden." We frequently see neighbors' chickens and hams (hogs) raised in the garden, much to the vexation of the owner of the garden, but we hardly understand how the "wild turkey" could be conveniently "raised in his garden" without a sacrifice either of the turkey or the "wild" characteristic.

Think about these things, teachers, and watch the daily conversation of your pupils. Have them frequently to write their thoughts upon some familiar topic, or compose a letter to some friend, and use every means toward teaching them a clear and correct use of the language, and they will be lastingly grateful to you.

[For the North Carolina Teacher.]

THROUGH THE CENTRE OF THE EARTH.

BY "TRUTH."

The mistake which Professors Anderson, of New York, and Mitchell, of Peace Institute, have made is due to their misunderstanding the true meaning of the formula $M=W \times V$.

"W" in this formula is a constant quantity, and it means the quantity of matter in the ball—its weight at the surface of the earth. The ball contains the same quantity at the centre as at the surface of the earth, and this quantity is constantly represented by "W" in the formula.

The momentum of the ball is greatest at the centre of the earth, and supposing there is no resisting medium, as air, &c., in the hole, the ball will rise to the surface on the opposite side and continue to vibrate forever through the centre of the earth from one surface to the other.

[For the North Carolina Teacher.]

THE FIRST GRADED SCHOOL IN NORTH CAROLINA.

BY ALEX. MCIVER, CARBONTON, N. C.

An article in the July number of *THE TEACHER*, intended to be a compliment to Capt. John E. Dugger, says: "In 1876, Capt. Dugger organized the first *regular systematized* graded school in the State, "with printed course of study for each year, and directions as to every particular for each grade."

If the writer intends to say that the *Raleigh Graded School* was the first established in the State he is mistaken.

Many of the large schools established soon after the war for the colored people, although at first but primary schools, in the course of a few years became graded schools, organized and taught by thoroughly trained teachers.

In 1865, Miss Amy Bradley, a Boston lady, brought money and teachers from Boston and established a school in the city of Wilmington, for white children. This school at first was not patronized, but in the course of a few years was thronged with pupils, and was known and recognized as the very best graded school in the State. The Tileston school is an ornament to the city of Wilmington.

The Baltimore Association of Friends for white children, and the Philadelphia Association of Friends for colored children, soon after the war also established and aided many graded schools in the State.

As early as 1869, Rev. Dr. Sears, agent of the Peabody Education Fund, aided the State Superintendent of Public Instruction in organizing and supporting graded schools in the State. He continued to do this till his death, as his successor now does—sometimes aiding as many as twenty-five or thirty schools each year.

It was the impulse given to popular sentiment partly by these graded schools that led the good people of Raleigh to think seriously of organizing the *Raleigh Graded School*.

[For the North Carolina Teacher.]

SECURING ATTENTION.

BY ALBERT P. SOUTHWICK, ANSONIA, OHIO.

If we were asked what is the true secret of school government we should reply, that it was the natural sequence of being able to secure the attention of your pupils. Is that all? Yes, for if you have their attention you have their interest, and they have no time to indulge any feeling of curiosity in matters foreign to the class recitation, the study hour, or the general exercises of the school-room.

How can this attention be secured? "Ay! there's the rub." It is not within the power of every one to gain even a slight hold upon the pupil's affections, to be able to secure his coöperation and to stimulate him to the proper development of his mental and moral faculties.

First, the personal habits of the teacher have a strong influence upon securing this most desirable quality from the school children, or it aids in defeating and nullifying the strongest effort he may make in earnestness of purpose. Have you not heard the oft-repeated but suggestive anecdote of the teacher who went his daily "rounds" with his hands buried deep in his pockets—a deplorable habit that is almost universal with young and old in certain sections of western Pennsylvania—and was carefully and conscientiously imitated by every male pupil under his charge? Think of the evident laziness and inertness of purpose symbolized in this action! A man whose pockets are full (of money) has no chance of thrusting his *fists* into them; if they are empty he must keep his hands outside to gain the opportunity to fill them. So we believe that in the most uncultivated families, districts, and schools, the gentlemanly bearing and the lady-like demeanor *will have* its effect upon the pupils, and that to their advantage, and prove of benefit to the teacher. There are too many clownish teachers in existence. We have seen in the Southern States, more than once, a teacher dressed in home-made

"jeans," whose bearing and actions were those of a gentleman. With these was united an apparent firmness of purpose, a strong evidence to us that he was able to *secure the attention* of his pupils, and we were not surprised when told that he was a successful teacher.

Pupils *do* like pleasant manners, kind words, cleanliness, and brightness of life and action. Invest a dollar or two in decorating your school-room walls with chromos, engravings and mottoes. Certainly an increased salary another year will amply repay the investment, although that should not be your motive. Cheap pictures of quiet, elegant taste are readily obtained by mail, if not for sale in your neighborhood. A new bow, a bit of lace, a clean collar of dazzling whiteness (though it may *awe* some), will secure the interest and good will of the boys and girls, and when they take an interest in you, you can most easily secure their attention to the duties of the school-room.

It is true that the manner and *impressment* of some teachers is largely in their favor—the well-bred tone, the deep, strong voice, the promptness of movement, the erect, steady carriage will all have their bearing upon obtaining this great *desideratum*.

No teacher that is so unfortunate as to be troubled with deafness, however slight, or near-sightedness, or myopia, or color-blindness, or any other deficiency of the natural senses, will ever be as successful as those who possess these "gifts" in their fullest strength.

If we were asked to give explicit directions how to gain this control, we should reply in a series of statements and cautions similar to the following: "Don't look the pupil in the eye when he is reciting. Don't *point* to him at any time. Don't ask in rotation—'skip' about the class. Don't ask only the 'bright ones.' Question those most who appear inattentive, listless, or indifferent. Make a statement and ask for a repetition of it from the pupils. Keep *your* eyes on every member of the class. Wholly and simply *interest* your pupils." How to do this in various ways, by the use of suggestive means and methods, is given in a little manual lately published by the "Modern Teacher's

Supply Company," Logansport, Indiana,—“A Quiz Book on the Theory and Practice of Teaching”—containing six hundred queries and answers, and costs but a dollar. It has been prepared especially for the common-school teacher, the class to whom the educational interests of the country are almost wholly intrusted, and in whose ranks are enrolled some of the best, most true-hearted and earnest men and women of the country.

THE SPELLING CLASS.

Stand up, ye spellers, now and spell—

Since spelling matches are the rage,
Spell Phenakistoscope and Knell,

Diphtheria, Syzygy, and Gauge.
Or take some simple word as Chilly,
Or Willie, or the garden Lily.

To spell such words as Syllogism,
And Lachrymose and Synchronism,
And Pentateuch and Saccharine,

Apocrypha and Celendine,

Lactiferous and Cecity,

Jejune and Homœopathy,

Paralysis and Chloroform,

Rhinoceros and Pachyderm,

Metempsychosis, Gherkins, Basque,

It is certainly no easy task.

Kaleidoscope and Tennessee,

Kamtschatka and Dispensary,

Would make some spellers colicky.

Diphthong and Erysipelas,

And Etiquette and Sassafras,

Infallible and Ptyalism,

Allopathy and Rheumatism,

And Cataclysm and Beleaguer,

Twelfth, Eighteenth, Rendezvous, Intriguer,
And hosts of other words are found
On English and on Classic ground.
Thus Behring Straits and Michaelmas,
Thermopylæ, Gordilleras,
Suite, Jalap, Hemorrhage, and Havana,
Cinquefoil and Ipecacuanha,
And Rappahannock, Shenandoah,
And Schuylkill, and a thousand more,
Are words some first-rate spellers miss,
In Dictionary lands like this.
Nor need one think himself a Scroyle,
If some of these his efforts foil,
Nor deem himself undone forever
To miss the name of either river;
The Dnieper, Seine, or Guadalquiver.

—*Selected.*

[For the North Carolina Teacher.]

HEALTH IN THE SCHOOL-ROOM.

BY D. L. ELLIS, PRINCIPAL FALLING CREEK ACADEMY.

NUMBER IV.

It would seem to a well-balanced mind that no argument would be necessary to convince the most skeptical of the importance, yes, the pressing need, of physical exercise in the school-room; but, if we look at the facts in the case, we are constrained to say that too much can hardly be said upon this important topic—"The Need of Physical Exercise as a Promoter of Health in the School-room."

Man is a triune being—a creature of complex attributes. He has his spiritual, mental and physical natures, each entirely distinct, but all so perfectly in harmony with each other that any

neglect of one entails disease and suffering on the part of the others. Now this must, in the very nature of things, be so; for, owing to the peculiar yet wise provision of the Creator, one part of our organism must receive its stimulus to action from its accompanying organism—thus the mind furnishes the stimulus to the physical part of our bodies, and *vice versa*.

We might, without much tension of the imagination, liken our bodies to an engine, the physical part representing the outer works of the engine, the intellect, the steam which gives power to the machinery.

If the material of which the engine is constructed is weak, the motive power is partly lost; or the engineer, aware of the defects in his machine, dares not fill his furnaces with fuel, for he knows that his boilers will not stand the pressure. So, if our physical bodies, by neglect, are not properly developed, the intellect—that grand motive power of the universe of matter—is, in a great measure, deprived of its energy; or, if aware of our ability, we are afraid to exert our minds to their full capacity for fear of the consequences of such imprudence.

Intellectual training must not take precedence of physical development. We lay this down as a physiological law, as fixed as “the decree of the Medes and Persians, which altereth not.”

All over our land we find schools of every grade, from the “old field log school-house” to the grand university in which the mind is to be trained; and every exertion is made—specialists imported—methods are devised and improved—everything that human ingenuity can do—to make the mind logical and sound. We even go so far as to pass a national appropriation bill for the education of the mind, but, mark you, not *one cent* is to be used even for erecting buildings. But, on the other hand, what is done for physical training? I may say, and not be going very wide of the truth, *nothing*, with a big “N.” How many schools can you find in these United States where physical exercise is a part of their curriculum? I venture to say that all could be enumerated on the fingers of two hands, without repetition. Point me to one where they have a complete gymnasium, and I will

show you five hundred where they have nothing but text-books, to which the students stick like the grim tenacity of death to the proverbial "dead horse."

Why do we not have Normal Schools for the education of physical as well as mental teachers? Simply because we Americans, with all of our ingenuity and shrewdness, have not the common sense to see the utility of the measure. Our colleges and universities are every year flooding our land with intellectual Solomons, who have just enough strength left to get to the station, if they are carried in an omnibus, with their "hard-earned honors," take the train, get home and lie down to die. Why? Does a fine intellect kill men? If it does, may the Lord deliver us from fine intellects! Nay, verily; but disregard of the plain teachings of common sense does.

Does not every man or woman of any common sense at all know that if he or she goes off to college and does nothing else but study, that it will undermine the health? Yes, they must know it, they *do* know it; but they still do it. Why? Because no provision is made by the colleges to cause them to take an interest in physical exercise. Even in our common schools the same state of things is noticeable. The boys and girls seem to vie with each other as to who shall be the first to swallow their dinners—as the Latin has it, *more canis*—and run for a book, and never think of such a thing as playing at recess. This thing is kept up from the time the boy enters school till he steps off the stage with his collegiate degree, by which time, if he has not a constitution of iron, he is a fit subject for the invalid's hotel, or the grave-yard—most frequently the latter.

There is a remedy—sure and simple—the only one that can be effective. It is this: Every school must have a regular physical department, and a fixed course of study in that department, connected with it. The course of training must be *obligatory*, not optional. The fully equipped gymnasium is just as much a necessity in every college or university as the laboratory or museum. But some one rises to observe that in our common schools we cannot have a gymnasium. Well, my dear objector

if you can't have a full-fledged Olympus, you can have a *race track*, on which you can require your boys to run at recess, or at some special time during the daily session. If you can't do that, get some man in the community to allow you to clear some of his land, and I will wager that, by the time you have cleared a few acres of rough land, your mind will devise some way of furnishing exercise for your pupils, which, if it be not so effective, will at least have more pleasant features connected with it than felling trees, rolling logs and shrubbing.

But any sensible teacher will find no trouble in devising means for physical exercise for his pupils. A few 8×10 scantling, some iron rings, iron rods, and a few yards of strong hemp rope are ample for making horizontal bars, swinging rings, jumping posts, &c. This takes some money, it is true, but everyboy in a school will help pay for the material, and any teacher ought to be able to direct and help to put up these aids to physical exercise.

For girls, in our country schools, any light calisthenic exercises with wands or dumb-bells will prove very beneficial. Where we need physical training most is in city schools and colleges, both male and female; for when young ladies and gentlemen board out they have nothing to do except study, and consequently they get no exercise worth speaking of; while their "country cousins," staying at home, usually have a good many chores to do after school hours, furnishing abundant exercise.

We have spoken thus far of exercise for pupils, but the pupils are not all that need exercise—our teachers are even more remiss, as a rule, than their pupils. When one teaches all day, he is not likely to feel very much disposed to exercise further; but it will not do to let fatigue of the brain lead us to neglect our health. When a teacher comes from his school-room, almost exhausted, if he would take some vigorous exercise for an hour or so, he would feel refreshed far more than if he had sat down and rested for the same length of time. It matters little what kind of exercise it is, just so it is a change from mental to physical.

Many teachers will buy clubs, dumb-bells, &c., with which to exercise. That will do very well, but in many cases something

more profitable might be done; for instance, a good axe and a large pile of good, hard wood will furnish profitable recreation for the winter evenings; and in summer the hoe is a good instrument to while away—"stave off"—an hour or two.

We venture to say that an hour's vigorous practice with a four pound axe will develop more muscle than two hours' play with dumb-bells or Indian clubs, and also result in some good.

Of whatever kind it may be, physical exercise should take place in the open air, so far as practicable; for fresh air is very necessary, for which reason walking is one of the best and most convenient modes of exercising, provided we know how to walk. No "snail pace" will do, if we wish to exercise by walking, but instead, a good round gait of four or five miles an hour, to be kept up as long as agreeable. For lady teachers, nothing can be better than a brisk walk for an hour—throwing aside the "mincing" gait of the city belles, who would think it a crime to step further than six inches at a stride, and taking a bold step, arms swinging and head erect.

The limits of an article of this kind forbid more than a bare sketch of the principles involved, but it is to be hoped that "a word to the wise is sufficient," and that it will not be long before every school "in this fair land of ours" will have made some provision for physical exercise, so that our schools may turn out intellects of a high order of merit, and that these brilliant minds may be held within physical bodies which shall have the strength to support the workings of such great intellects.

This paper closes the series of articles. It is for the reader to say whether any good has been accomplished. As was stated at the outset, the object in writing the articles was not to invite criticism, but that some good might be done thereby.

The writer hopes that these feeble efforts of his may lead some more able champion to take up the pen in defence of "Health in the School-room."

It is but justice to the writer to say that all the articles except the last were written amid the stirring scenes of active school-work, so that nothing elaborate has been attempted, either in subject-matter or rhetoric.

SCHOOL OPENINGS.

GRAHAM NORMAL COLLEGE will open its fall session in a spacious new building.

SHELBY FEMALE COLLEGE, Rev. R. D. Mallary, Principal, begins its fall term September 2.

MILTON FEMALE SEMINARY begins its fall session August 18th. Rev. T. U. Faucett is Principal.

LAURINBURG HIGH SCHOOL, Prof. W. G. Quakenbush, Principal, begins its eleventh session August 25.

LINCOLNTON GRADED AND HIGH SCHOOL, Prof. D. Matt. Thompson, opens the first Tuesday in September.

GREENVILLE MALE ACADEMY will open September 1, under the management of Mr. W. H. Ragsdale, Principal.

MONROE HIGH SCHOOL, under the principalship of Prof. J. A. Monroe, A. M., opens its fall term September 1.

HAMILTON INSTITUTE will open September 1, for male and female, under the efficient management of Prof. John Duckett.

MISS W. M. ALEXANDER will open the thirteenth session of her High School for young ladies and girls at Lincolnton, September 1st.

REV. S. R. TRAWICK, A. M., late of this State, will open a high school for both sexes at Reedy Creek, Marion county, S. C., September 1st.

STATESVILLE FEMALE COLLEGE, Miss Fannie Everitt, Principal, will begin its next session September 3, with a full corps of able teachers in all departments.

WILSON COLLEGIATE INSTITUTE, a strictly non-sectarian school for young ladies, will open, under the skillful management of Rev. S. Hassell, September 1st.

WHITE HALL SEMINARY (three miles south of Concord) will open October 1st, under the care of the Ladies' Board of Missions of the Northern Presbyterian Church. Address J. B. White, Concord.

MRS. GEN. WM. PENDER will open the Pender School, at Tarboro, September 12th.

MISS BETTIE WARREN will open the fall term of Greenville Female School September 1st.

PLEASANT LODGE ACADEMY, in Alamance, has become such an institution that a post-office has been established there. It is called Pleasant Lodge.

MT. ST. JOSEPH'S FEMALE ACADEMY at Hickory, Catawba county, conducted by the Sisters of Mercy of the Catholic Church, will open September 1st.

THE TRUSTEES of Farmington Academy, in Davie county, have enlarged their building. It is now 36×76 , and will comfortably seat 150 pupils. Prof. Finch continues as principal of the school.

PROF. B. W. RAY announces that the Louisburg High School will open for male and female on September 8th. The college buildings will be refurnished, and a full corps of highly accomplished teachers have been engaged.

[For the North Carolina Teacher.]

COUNTY SUPERINTENDENTS' ASSOCIATION.

The State Association of County Superintendents met at Chapel Hill, July 2, 1884, and was in session two days. In the absence of the President and Vice-Presidents, the Association was called to order by Isham Royal, Secretary, who called Superintendent A. L. Rucker to the chair.

There being but few members present, there was no election of officers. Rev. J. L. Currie, 1st Vice-President, came in during the meeting and took the chair.

Superintendent N. S. Smith, Corresponding Secretary, read the answers from Superintendents and other educators to the circular-letter sent out by order of the last meeting.

Superintendent N. S. Smith read a paper on the "School Law, its Defects and Remedies."

Superintendent Isham Royal read a paper on "School Organization."

Superintendents B. F. Grady, Jr., N. S. Smith and Isham Royal were appointed a committee to issue a circular to the County Superintendents of the State, urging them to attend a called meeting by the President.

The various subjects were discussed by the Superintendents and visitors present.

The Association adjourned to meet in Raleigh at the call of the President.

ISHAM ROYAL, Secretary.

PRONOUNCING PUZZLE.

A western reading-room is responsible for the following pronunciation problem, which has puzzled every one trying it thus far. Of twenty ministers and scholars to whom it was submitted one day, not one read it correctly, the mistakes ranging from seven to twenty-one. Try it.

"A sacrilegious son of Belial, who suffered from bronchitis, having exhausted his finances, in order to make good the deficit, resolved to ally himself to a comely, lenient, and docile young lady of the Malay or Caucasian race. He accordingly purchased a calliope and a necklace of chameleon hue, and securing a suite of rooms at a principal hotel, he engaged the head waiter as his coadjutor. He then dispatched a letter of the most unexceptionable calligraphy extant inviting the young lady to a matinee. She revolted at the idea, refusing to consider herself as sacrificable to his wishes, and sent a polite note of refusal; on receiving which he procured a carbine and bowie-knife, saying that he would not now forge letters hymeneal with the queen, went to an isolated spot, severed his jugular vein and discharged the contents of his carbine into his head, shattering the parietal bone. The debris was removed by the coroner."

NEWS AND NOTES.

THE EDENTON ACADEMY was unroofed by a cyclone on the 26th of July.

OUR NEIGHBOR, Spartanburg, S. C., is to have a graded school. Congratulations.

AN EXCELLENT academy building is being erected at Williams-ton, to be in charge of Rev. Oscar Hightower.

THE NEW RECITATION-ROOM at Peace Institute has been elegantly furnished with the "New Fashion School Desk."

THE PUBLIC SCHOOL at Clayton, conducted by Rev. W. C. Nowell and Mr. G. W. Jones, has an attendance of near one hundred and fifty.

NEXT REGULAR MEETING of Lenoir County Teachers' Association meets at Kinston—in Kinston College—on Saturday, September 14th. Dr. R. H. Lewis, President.

PEACE INSTITUTE, of Raleigh, is preparing to erect an observatory upon the top of the building, and provide it with a \$1,500 telescope.

PROF. A. H. MERRITT has become editor of the *Pittsboro Home*. Rev. P. R. Law, Superintendent of Public Instruction for Chatham, will continue as assistant editor.

ELIZABETH CITY has just erected a new academy building with seating capacity for four hundred. Prof. S. L. Sheep is Principal of the school, and is now engaged in selecting a corps of able assistants.

THE INSTITUTE for the colored teachers of Pasquotank county had an attendance of over forty teachers. Prof. Rooks Turner, of Elizabeth City, and Prof. Wiley Lane, of Howard University, were in charge.

THE RECENT Guilford County Institute was the best ever held in that county, and showed evidences of an educational "boom." We congratulate friend Wharton, the enthusiastic County Superintendent, upon his success.

THE "NEW EAST BUILDING" of St. Mary's School, designed specially for the Kindergarten and Preparatory Department, is in every way one of the best in the State. The elegant new catalogue of this favorite institution is a model of beauty.

REV. DRURY LACY, D. D., formerly President of Davidson College, died suddenly at Jonesboro, August 1st. Like Enoch of old, "he walked with God and was not, for God took him." He was a ripe scholar, an eminent minister and a noble man—

"Whose footsteps seemed to touch the earth
Only to mark the track that leads to Heaven."

A PROMINENT North Carolina school, in its Fall announcement, says: "The system of instruction will be in harmony with the plans and methods developed, with approval, at the North Carolina Teachers' Chautauqua, recently held at Haywood White Sulphur Springs, and, as may be expedient, will be adopted by the Principal, who was a member of that assembly." Thus it is that the admirable work of the Assembly is to find its way into every live school throughout the State.

THINGS TO TELL PUPILS.

THREE of the women of the White House were graduated at Salem Academy. Who were they?

NINE-TENTHS of the world's supply of mica comes from the intermontane counties of North Carolina.

THE FIRST mail route established in the State was from Edenton to Wilmington, via Bath and Newbern.

THE HIGHEST town east of the Rocky Mountains is Highlands—a neat little village on the very crest of the Blue Ridge—in Macon county. Altitude 4,200 feet.

THE FIRST sermon preached in North Carolina (of which we have a record) was in 1672, at Jonathan Phelps' house—where the town of Hertford now stands—by George Fox, the founder of Quakerism.

NORTH CAROLINA TEACHERS' ASSEMBLY.

PROCEEDINGS.

HAYWOOD WHITE SULPHUR SPRINGS (NEAR WAYNESVILLE),
Wednesday, June 18, 1884.

FIRST DAY—MORNING SESSION.

At 3 P. M. yesterday over three hundred teachers and friends of education arrived at the Haywood, White Sulphur Springs, the place selected for the "Chautauqua" meeting. After a good night's rest, which thoroughly refreshed the visitors, at 11 o'clock this morning the party assembled in the dining-room of the hotel for the purpose of organizing.

Some introductory remarks upon the great success of the enterprise and the nature of the gathering were offered by the editor of the *TEACHER*, after which, upon motion, Prof. J. J. Fray, of Raleigh, was selected as temporary chairman.

The chairman called the assembly to order, and stated that the next step towards organization was the appointment of temporary secretary, whereupon Eugene G. Harrell, of Raleigh, was chosen for the position.

Prof. Alex. McIver, of Carbonton, by request, stated the object of this great meeting of North Carolina educators. The speaker said:

Mr. Chairman:—I thank you for the honor which you do me in asking me to explain the object of this meeting. I can but regret, however, that you had not conferred that honor upon some one more competent to the task. I accidentally heard of the meeting only two or three weeks ago, and understood that it was an educational meeting in the mountain section of the State, so that the teachers might enjoy the mountain scenery and recuperate their energies with mountain air, water and exercise, and thus add pleasure to business. The object of the meeting, so far as it is educational, is to promote the best and highest interests of North Carolina. It can be nothing less than this. It is not the mountains of Western North Carolina, with all their glory and splendor, that constitute the State—it is not the plain nor the hill land—the climate, the soil, the mineral wealth, nor other natural resources—all these were here centuries ago. It is

men—high minded men and women—that constitute the State. Whatever tends to ennoble the character, to inculcate higher views of life and duty, must tend to promote the best interest of the State. The fact is fully recognized that education lies at the foundation of the material prosperity and welfare of every community. The educational system of a community is a fair exponent of what that community will be. Not only so, but intelligence is the condition of freedom. Unless the people who vote are educated, they will become the dupes and the victims of demagogues and unprincipled ambition.

I think it was in the latter part of the seventeenth century that the Scotch patriot, Fletcher, of Saltoun, was so overwhelmed with the spectacle of the misery and wretchedness of his countrymen that he wrote a pamphlet in which he recommended personal slavery as the only way to compel the common people to go to work.

A short time after the appearance of this pamphlet the Scotch Parliament passed the act to establish schools. The history of the world does not furnish an instance of greater improvement in the condition of a people than took place in Scotland under the influence of these schools. In spite of the sterile soil and inclement air, Scotland became a prosperous and thrifty country. Wherever the Scotchman went he carried with him signs of intellectual improvement; in whatever business he engaged he was found among the foremost; mix him up as you might with other people, he would rise to the top. No one now denies that the prosperity of Scotland is due to her system of public education.

The history of Prussia furnishes another instance of the influence of education in developing the material prosperity of a people. That country was reduced to the greatest extremity by the wars of the First Napoleon. At the battle of Jena her whole military force was annihilated. Napoleon took up his quarters in Berlin, emptied the arsenal and stripped the capital of all the works of art which had been collected there, and the King of Prussia was deprived of one-half of his dominions. A French army of 200,000 men was quartered upon the Prussians. Prussia had to pay to France one hundred and twenty millions of francs after her principal sources of income had been taken from her by the conqueror. In addition an army had to be created by Prussia, bridges were to be rebuilt and ruined fortifications in every quarter repaired. So great was the public calamity that the Prussian ladies, with noble generosity, sent their ornaments and jewels to supply the royal treasury. But it is the pride of Prussia that at the time of her greatest distress she never for a moment lost of the work of education.

The Minister of Public Instruction on one occasion wrote to some teachers who were in Switzerland attending a teachers' school under Pestalozzi, and said: "I beg you to believe, and to assure Mr. Pestalozzi, that the cause of education is the interest of the government, and of His Majesty the King personally, who are convinced that liberation from extraordinary calamities is to be effected only by a thorough improvement in the education of the people."

I think the teachers assembled here can do much to promote the cause of education in this State. The impulse which that cause has already received is due largely to the influence of teachers. Eight years ago the Commissioners of Guilford county, at the request of the County Examiner, made an appropriation and appointed a Superintendent for a Normal to be held in Greensboro. Seventy-five teachers or more attended that Normal. They organized themselves into a Teachers' Association. That Teachers' Association appointed a committee to

memorialize the Legislature to make some provision for the education and training of teachers in the State. The committee corresponded with President Battle, of the State University, in reference to organizing a Normal Department in the University. He approved the plan. The committee then drew up their memorial to the General Assembly. The State Superintendent of Public Instruction (Scarborough) and Governor Vance gave it their most hearty approval. The Legislature passed the act making an appropriation of two thousand dollars a year for a Normal Department in the University, and a similar appropriation for establishing a Normal School for colored teachers.

President Battle and the State Board of Education, in pursuance of this act, established a Summer Normal School at Chapel Hill for the education of all engaged in teaching or intending to teach.

The three or four hundred teachers collected every year in this school from all parts of the State organized themselves into the North Carolina Teachers' Association, and from time to time appointed committees to memorialize the Legislature on the subject of improving the public school system in North Carolina. Public sentiment has been moulded by these appeals from the teachers; education, public and private, has advanced and will advance; the work will go on till North Carolina, redeemed and regenerated, will be found doing for her children as much as any State in the Union. Nothing that has occurred in the recent legislation in the State can be regarded as reactionary or adverse. The teachers have abundant reason to take courage and go on. I thank you for your attention.

Maj. W. W. Stringfield, owner of the Springs, then addressed the Assembly in stirring and hearty words of welcome. He said:

Mr. Chairman, Ladies and Gentlemen:—It affords me very great pleasure to meet you here to-day, to greet you, and to bid you welcome to this, our beautiful land of the sky.

In my own behalf as a citizen—and as a representative man of the mountains—as the Principal of the Waynesville High School, and in behalf of this place, the “Haywood White Sulphur Springs,” in fact in behalf of everybody and everything around us, I bid you a hearty, earnest and joyous welcome.

It is indeed a happy and fortunate day for us here, that brings such a company of cultivated Christian educators to our midst. It is an honor and a compliment that we will try to duly appreciate.

We regret our inability to make your stay among us as pleasant and comfortable in many respects as some of our older and more fortunate neighboring towns could have done, as we are now just getting “out of the woods.”

We quite recently welcomed the “iron horse” to our midst, and we now feel prouder than ever of our “grand old North State,” bound together as we are by those great iron bands of social and commercial intercourse. Let us, therefore, as sons and daughters of a grand old State, pledge ourselves, now and hereafter, to double our diligence, renew our vows and in every proper and honorable way work with and for each other, and for our common country, and to blot from the records of the day those humiliating marks of illiteracy against us as a State.

Please excuse me for referring to myself personally. As a member of the last Legislature of North Carolina, I felt in honor bound to advocate every reasonable and just measure looking to the expurgation of those humiliating tokens of

ignorance and vice. I felt it my duty then, as I shall hereafter, to use every reasonable effort to bring the State up to a higher plane and standard of education. You, my friends; you, the teachers of North Carolina youth; you who have the moulding of character, who to a very great extent control the destinies of the children and the entire citizenship of our State, I say that you have a care and responsibility upon your shoulders that you cannot, you *dare not* ignore.

The times demand advanced steps in all our educational matters. Let this convention send forth no uncertain sound; take no step backward; "forward," all along the line, is the command of gallant officers, and will be the watch-word of the brave, self-denying and conscientious teachers of North Carolina, three hundred of whose faces are nodding assent to the sentiment here to-day.

As I propose to make you a very witty speech to-day, from the stand-point that "brevity is the soul of wit," I will close by again bidding you all, individually and collectively, a hearty welcome to our mountain home.

Prof. H. W. Reinhart, of Thomasville, in behalf of these gathered representatives of one of North Carolina's dearest interests (education), replied most feelingly and happily to the welcome which had just been extended. The speaker's pleasant, sincere and enthusiastic words elicited frequent outbursts of heartiest applause. He spoke in most complimentary terms of the great *dignity* of the teachers' calling, and of the many opportunities which the school-room presented for imparting to their pupils the foundations of moral and intellectual excellence which should stand firm throughout eternity. His gallant and tender allusion to the great pride which North Carolina feels, particularly in regard to her noble female teachers, was exceedingly appropriate to the time and occasion; and found ready endorsement in every manly heart. He returned thanks for the cordial welcome which had been extended.

On motion, the following committees were appointed:

PERMANENT ORGANIZATION.

H. W. Reinhart, Thomasville; H. L. Smith, Selma; H. H. Williams, LaGrange; J. W. Starnes, Asheville; J. M. Weathersly, Salisbury.

CONSTITUTION AND LAWS.

E. G. Harrell, Raleigh; Hugh Morson, Raleigh; R. S. Arrowood, Concord.

PROGRAMME.

I. L. Wright, Thomasville; Ira Turlington, Elevation; E. C. Branson, Murfreesboro, Tenn.; Miss Laurah Wood, La-Grange; Miss Nina McDowell, Toisnot.

The Secretary then called the roll as far as made, for the purpose of additions and corrections; after which a Committee on Enrollment was appointed, consisting of Will H. Sanborn, Lenoir; C. P. Frazier, Bush Hill; Miss Jennie Faison, Raleigh. This committee was to assist the Secretary in perfecting the list of attendants.

At this stage of the proceedings the Secretary stated that one of the most desirable objects to be attained by this meeting was that all these teachers should become well acquainted with one another, so that the other business might be attended to in a familiar and social manner. He therefore hoped that all further formalities and unnecessary ceremonies of introduction would be at once waived, and that each one would take advantage of this general introduction.

Rev. N. B. Cobb, of Newton, cordially endorsed this general introduction arrangement, "for we are here to get acquainted, so let it be done at once and we will all be greatly pleased." He added some humorous remarks concerning a "committee of the whole upon introduction," which were received with hearty laughter.

The assembly then adjourned to meet at 4 o'clock P. M., in the Baptist Church at Waynesville. Immediately after adjournment the business of general acquaintance begun and succeeded so admirably that in a few hours the assembly had the appearance of a great, pleasant family of brothers and sisters, each ready and willing to contribute to the utmost towards the enjoyment and profit of all others.

FIRST DAY—AFTERNOON SESSION.

At 4 o'clock the assembly met in the Baptist Church at Waynesville. The large attendance of teachers was supplemented by a fine turnout on the part of the citizens of the town.

The meeting was called to order by the Chairman, and prayer was offered by Rev. W. E. McIlwaine, pastor of the Presbyterian Church at Waynesville. The prayer was exceedingly appropriate to the objects of the meeting, and the sincere and fervent utterances in behalf of the teachers and pupils in the State found an echo in every heart.

The Committee on organization reported in favor of the following permanent officers :

President, John J. Fray, of Raleigh ; Secretary, Eugene G. Harrell, of Raleigh ; Assistant Secretary, W. W. Stringfield, of Waynesville ; Treasurer, R. S. Arrowood, of Concord.

The report was unanimously adopted and the committee continued for selecting Vice-Presidents and Executive Committee.

Each of the officers elected offered a few brief and appropriate remarks of acceptance.

The Committee on Constitution submitted a partial report, embracing three articles of a constitution. The first article recommended a name for the organization as follows: "The North Carolina Teachers' Mont Repose Assembly." This name was suggestive of permanently locating the Assembly at White Sulphur Springs and improving property for uses of the annual sessions. Objection was made as to fixing a location thus early in the session, and an interesting discussion of the question then followed. Prof. H. W. Reinhart earnestly urged the importance of leaving the matter of permanent location open until the next annual meeting, in order that all the advantages of other points might be duly considered. He moved to strike out "Mont Repose" from the name. The committee accepted the amendment. Upon ballot, it was carried by a vote of 38 to 18, and the organization will henceforth be known as the "North

Carolina Teachers' Assembly." The remaining articles of the constitution were then referred to the committee for the purpose of making them conform to the new name.

Upon report of the Committee on Programme, it was decided to hold one session each day (except Sundays) from 10 A. M. to 1 o'clock P. M., with two topics for discussion at each meeting, and the debate to be opened by two appointed speakers. The afternoons to be given to rest, recreation and sight-seeing, and the evenings to musical and literary exercises. Upon the adoption of this order of exercises, a very spirited discussion followed upon "time to be allowed each speaker." Remarks were offered by H. H. Williams, G. D. Ellsworth, H. W. Reinhart, Alex. McIver, I. L. Wright and E. C. Branson, and a compromise motion was adopted fixing the time for opening speeches at twenty minutes, and those following at ten minutes.

By request, Mr. J. W. Starnes, County Superintendent of Buncombe, then addressed the Assembly upon the educational status of the western portion of the State. He hailed this grand gathering of teachers with delight, and welcomed them cordially to the western country of North Carolina. "I know that each one here feels a deep interest in the welfare of his fellow-teachers, and for the glorious work in which we are engaged. From the many cheerful faces of North Carolina's *literati*, I feel that the proverbial 'Rip Van Winkle' has been taken with a mighty waking up, and not among the "moonshiners" of the Catskill Mountains, but by the rippling brooks beneath the shadows and in the wholesome air of our proud old Pisgah." He stated that the entire western country was making rapid strides onward in this cause, and that his county had specially made many advances in school matters during recent years. The motto seemed to be "Good schools and good teachers," and every teacher was striving to attain this.

The Assembly then adjourned till 10 o'clock to-morrow.

MEMBERS OF THE ASSEMBLY.

- John J. Fray, Raleigh.
 ✓ E. G. Harrell, Raleigh.
 ✓ Hugh Morson, Raleigh.
 ✓ H. A. Latham, Chapel Hill.
 J. F. Parrott, Kinston.
 I. L. Chestnutt, Farmville.
 W. T. Lyon, Berea.
 L. Woodleaf, Raleigh.
 ✓ R. D. Blacknall, Durham.
 Nathan Stanly, Goldsboro.
 ✓ A. W. Long, Chapel Hill.
 D. A. Sugg, Snow Hill.
 David M. Vernon, Leaksville.
 Owen Dale, Snow Hill.
 Charles M. Sugg, Snow Hill.
 ✓ J. H. Hamilton, Waynesville.
 ✓ George A. Grimsley, Kinston.
 ✓ L. L. Hargrave, Snow Hill.
 R. A. P. Cooley, Raleigh.
 E. L. Miller, Kinston.
 ✓ Collier Cobb, Wilson.
 W. H. Cobb, Goldsboro.
 Reese Barham, Hicksford, Va.
 H. M. Cates, Williams' Mill.
 ✓ H. L. Smith, Selma.
 Z. V. Peed, Rogers' Store.
 ✓ Ira T. Turlington, Elevation.
 L. H. Ross, Edwards' Mill.
 C. W. Corriher, Glenwood.
 T. W. Woodall, Elevation.
 H. W. Foltz, Winston.
 ✓ J. D. Winston, Nashville.
 ✓ E. C. Branson, Wilson.
 A. L. Betts, Winslow.
 ✓ Rev. W. B. Harrell, Big Lick.
 ✓ J. A. Campbell, Winslow.
 J. C. Taylor, Toisnot.
 Albert Horton, Farmville.
 R. L. Davis, Farmville.
 S. E. Eure, Black Creek.
 J. R. Hicks, Eagle Rock.
 ✓ H. J. Stockard, Graham.
 S. A. Holleman, Elm Grove.
 Z. D. McWhorter, Greenville.
 G. D. Ellsworth, Henderson.
 J. W. Gilliam, Morton's Store.
 F. P. Wyche, Laurel Hill.
 ✓ William T. Gray, Tarboro.
 ✓ C. P. Frazier, Bush Hill.
 W. H. Dixon, Toisnot.
 William Robbins, Trinity College.
 Theodore Hobgood, Asheville.
 R. L. DeLea, Atlanta, Ga.
 Leon H. Pender, Tarboro.
 J. M. Weatherly, Salisbury.
 Rev. J. W. Starnes, Asheville.
 Rev. R. A. Sentell, Waynesville.
 W. W. Stringfield, Waynesville.
 W. L. Norwood, Waynesville.
 Rev. N. B. Cobb, Hickory.
 ✓ S. C. Vann, Franklinton.
 ✓ Will H. Sanborn, Lenoir.
 ✓ C. W. Smedes, Raleigh.
 ✓ J. W. Thackston, Raleigh.
 Rev. T. U. Faucett, Milton.
 S. J. Shelton, Waynesville.
 J. M. Moody, Waynesville.
 W. A. Herren, Waynesville.
 F. M. Messer, Fines Creek.
 M. L. Rickman, West's Mill.
 W. H. Osborne, Asheville.
 J. M. Hill, Salisbury.
 J. N. Benners, Waynesville.
 James M. Gwyn, Springdale.
 W. L. Seacrest, Waynesville.
 W. B. Phillips, Norwood.
 J. B. Flora, Elizabeth City.
 W. G. Sharp, Toisnot.
 W. S. Ferguson, Waynesville.
 Rev. G. D. French, Waynesville.
 Rev. W. E. McIlwaine, Waynesville.
 Rev. E. Allison, Brevard.
 G. W. Sparger, Mt. Airy.
 H. H. Williams, LaGrange.
 T. C. Buchanan, Charleston.
 ✓ J. C. L. Gudger, Waynesville.
 G. M. Whitson, Asheville.
 J. R. Rust, Raleigh.
 D. A. McGregor, Wadesboro.
 R. A. L. Hyatt, Waynesville.

M. Woodleaf, Youngsville.
 W. D. Ray, New Light.
 W. E. Cannaday, Wilton.
 W. J. Ferrell, Wakefield.
 Dr. W. I. Royster, Raleigh.
 S. H. Cannaday, Wilton.
 Oscar T. Smith, Durham.
 Charles L. Smith, Durham.
 Albert Anderson, Middleburg.
 D. S. Waitt, Raleigh.
 John Purefoy, Wake Forest.
 C. S. Cashwell, Kinston.
 T. J. Hadley, Wilson.
 B. F. Nunn, Kinston.
 B. W. Ray, Louisburg.
 Samuel Herring, Asheville.
 George E. Leonard, Lexington.
 W. C. Winkle, Wilkesboro.
 I. L. Wright, Thomasville.
 H. W. Reinhart, Thomasville.
 R. S. Arrowood, Concord.
 R. O. Holt, Oak Ridge.
 Alexander McIver, Corbonton.
 Rev. J. E. Osborne, Statesville.
 N. R. Strickland, Wilson.
 A. R. Johnson, Marion.
 H. W. Spinks, Albemarle.
 C. B. Denson, Pittsboro.
 E. M. Goodwin, Kinston.

W. D. McIver, LaGrange.

Mrs. Gen. Wm. Pender, Tarboro.
 " K. M. Erwin, Morganton.
 " J. E. Osborne, Statesville.
 " J. B. Williams, Durham.
 " J. B. Flora, Elizabeth City.
 " Laura A. Weatherly, Salisbury.
 " Nannie Weatherly, Greensboro.
 " Lucy H. Robertson, Greensboro.
 " Lily Hyatt, Waynesville.
 " E. C. Chastian, Waynesville.
 " L. J. Ratcliff, Waynesville.
 " Mary A. Faucett, Milton.
 " A. A. Howell, Waynesville.
 " L. J. Holt, Oak Ridge.
 " Sam. Herring, Asheville.

Mrs. F. P. Hobgood, Oxford.

Miss M. Addie Kirkpatrick, LaGrange. Miss Fannie D. Wooten, Kinston.
 " Eunice McDowell, Scotland Neck. " Mary F. Dickson, Morganton.
 " Sallie Speed, Scotland Neck. " Lizzie Moore, Morganton.

C. M. Carpenter, Tito.
 H. T. Farmer, Franklin.
 D. T. Towles, Crabtree.
 D. H. Pless, Springdale.
 Rev. P. R. Law, Pittsboro.
 R. Bingham, Bingham School.
 J. L. Tomlinson, Winston.
 Dr. R. H. Lewis, Kinston.
 E. P. Moses, Goldsboro.
 J. B. Neathery, Raleigh.
 Rev. John E. Kelly, Union Church.
 I. C. Blair, Raleigh.
 John E. Dugger, Warrenton.
 J. A. Monroe, Monroe.
 Rev. R. L. Abernethy, Rutherford College.
 Washington Catlett, Wilmington.
 F. P. Hobgood, Oxford.
 L. W. Bagley, Wake Forest.
 S. P. Tharpe, Smithville.
 Rev. B. Smedes, Raleigh.
 John B. Burwell, Raleigh.
 W. J. Young, Raleigh.
 A. Baumann, Raleigh.
 George O. Mitchell, Raleigh.
 F. H. Busbee, Raleigh.
 Eugene L. Harris, Raleigh.
 Rev. B. G. Marsh, Troy.
 W. H. Page, Raleigh.
 Charles D. McIver, Winston.

Miss Lena Smith, Scotland Neck.	Miss Mary R. Goodloe, Asheville.
" Rebecca Shields, Scotland Neck.	" Addie V. Marsh, Wilson.
" Lula A. Speed, Laurel.	" M. Helen Betts, Morrisville.
" Bessie T. Fanning, Durham.	" Eva C. Puett, Lenoir.
" Dora T. Fanning, Durham.	" Clara Ivey, Lenoir.
" Eva E. Cox, Durham.	" S. C. Anderson, Springdale.
" Annie J. Speed, Laurel.	" N. DeLuke Blair, Monroe.
" Bettie F. Blacknall, Kittrell.	" Annie Moore, Goldsboro.
" Hattie Cousins, Oxford.	" Ella Sherrod, Goldsboro.
" Annie L. Smith, Leaksville.	" Maggie Smith, Goldsboro.
" Lizzie Biddle, New Berne.	" Maggie B. Strickland, Wilson.
" Annie E. Johns, Leaksville.	" Nina McDowell, Toisnot.
" Annie L. McDougald, Snow Hill.	" Ella Ross, Albemarle.
" Sallie A. Grimsley, Snow Hill.	" Eva Price, Albemarle.
" Laura Bryan, Kinston.	" Lillian Lea, Rocky Mount.
" E. V. Carter, Murfreesboro.	" Fannie Ferguson, Waynesville.
" Anna H. Darden, Murfreesboro.	" Inez Gudger, Waynesville.
" Annie E. Thompson, Pittsboro.	" Mollie Ector, Waynesville.
" Carrie H. Ihrie, Pittsboro.	" Eugenia H. Bumpass, Greensboro.
" Fannie E. Thompson, Pittsboro.	" Emma Baynes, Greensboro.
" Carrie M. Jackson, Pittsboro.	" Mamie Sherwood, Greenboro.
" Daisy Denson, Pittsboro.	" Laura Clement, Mocksville.
" Sallie J. Hill, Pittsboro.	" Eliza Pool, Oxford.
" Emma Y. Welsh, Kinston.	" Mary Peters, Portsmouth, Va.
" Lula Pittman, Kinston.	" Tempy Williams, Oxford.
" Fannie Cobb, Chapel Hill.	" M. V. Woodward, Spartanb'g, S. C.
" Mary Cobb, Goldsboro.	" V. M. Woodward, Spartanb'g, S. C.
" Lillian Branson, Raleigh.	" Lou Morgan, Asheville.
" Jennie Faison, Raleigh.	" Nannie Davis, Newport, Tenn.
" Nettie Marshall, Raleigh.	" Mary Hyatt, Quallatown.
" Kate McKimmon, Raleigh.	" Roxie Allen, Waynesville.
" M. Florence Slater, Raleigh.	" Mary Rogers, Waynesville.
" Pattie Litchford, Raleigh.	" Annie Ferguson, Sandy Mush.
" Lula Riddle, Raleigh.	" Mollie Gillespie, Elizabethtown.
" Grace Bates, Raleigh.	" Jane C. Wade, Rutherford College.
" Juliett Sutton, Raleigh.	" Lucy Jurney, Mooresville.
" Kate Sutton, Raleigh.	" Annie J. Goodloe, Marion.
" Lelia Belcher, Raleigh.	" Fannie Everitt, Statesville.
" Laurah Wood, LaGrange.	" Maria Nash, Hillsboro.
" Mary T. Pescud, Nashville, Tenn.	" Emma Scales, Greensboro.
" Cynthia D. Tull, Kinston.	" Fannie S. Myrick, Murfreesboro.
" Amelia A. Hardie, Kinston.	" Annie Blacknall, Kittrell.
" Emma Blacknall, Kittrell.	" Lucy Blacknall, Kittrell.

The list will be completed in next issue.

All teachers and friends of education who desire to become members of the Assembly should send their names to the Secretary at Raleigh. The benefits of the next session, as well as the enjoyment, will be great, and every teacher ought to attend.

EDITORIAL.

AN EDUCATIONAL CAPITAL.

When the Teachers' Assembly fixes upon a place of permanent location at some beautiful and healthful mountain spot, and erects commodious and convenient buildings for its uses, its grounds will then become the educational capital of North Carolina. Year by year its privileges and influences will widen; its attendance will grow from hundreds into thousands and the work of this annual gathering of the foremost teachers of the State will make our beloved North Carolina foremost of all the Southern States in educational progress. We have in our State many great minds and willing hands that are anxious to aid in building up their State's educational resources, and with this hearty co-operation in the grand work, there is no reason why *our* teachers' delightful mountain park should not become as well-known, popular and useful as the famous Chautauqua of the North.

WE WANT the catalogue of every school in North Carolina.

TEACHERS desiring positions will please notify the editor of THE NORTH CAROLINA TEACHER.

SEVERAL EXCELLENT articles were received too late for this issue, and they will appear in the next.

TEACHERS will please notify us of all changes, and keep us posted as to the progress of their schools.

THE TEACHER tenders its sympathy to Hon. J. C. Scarborough, State Superintendent of Instruction, on the death of his infant daughter, Mamie Leone. "It is well with the child."

WE NEED a few copies of the July number of THE TEACHER to supply the demand, and we will extend two months the subscriptions of all who will send us a copy of the July number. Write your name on the wrapper when you mail the magazine.

THE FRIENDS of education in Franklin county held an "Educational Pic Nic" at Louisburg on the 7th of August. Addresses were delivered by Capt. C. B. Denson, and Hon. J. C. Scarborough, State Superintendent of Public Instruction. A bountiful dinner was spread in the Academy grove by the ladies, and the good people of the county spent a pleasant and profitable day.

WHAT IS the matter with the boys and girls? Not a single one has sent us a correct solution to the mathematical problem published in the July TEACHER. Several solutions have been received and all show careful work, but we are sorry to say that not one was correct. We will extend the time for winning the prize for another month, and will give a nice box of stationery to each boy and girl under fifteen years old, who will send the first correct answers.

SHAFFER'S NEW TOWNSHIP MAP of North Carolina has been sent to the engraver. The following five counties have failed to send their township lines—Macon, Buncombe, Madison, Duplin and Tyrrell. It will be too bad for these important counties to be simply outlined on the map when all the other counties are so perfect, but such will certainly be the case unless some person in each of the delinquent counties will see that the township boundaries are forwarded at once. Will not the County Superintendents attend to this matter in the interest of their counties?

ONE OF THE greatest needs in our school system is a "County Board of Education," which shall be separate and distinct from the board of County Commissioners. It is hardly to be expected that the Commissioners, who have to levy taxes, build bridges, feed the poor, keep up the roads, &c., should have much time to give to educational matters. This important duty ought therefore to be assigned to a special board, composed of the most prominent and intelligent citizens of the county, who shall hold regular

monthly meetings and transact all business tending toward the advancement of education in the county. Will not our next Legislature give us this special "Board of Education."

MR. J. R. WHARTON, Superintendent of Public Instruction for Guilford county, has just closed a highly successful County Institute. During the session seventy-five public school teachers were present, and the daily average was about fifty. Lectures were delivered by Prof. Woody, of New Garden, on Teaching; Prof. Oscar Holt, on the Advantages of the Study of the Classics; Prof. H. L. Smith, on Winds, Ocean Currents, Coral Islands, &c.; Prof. Martin Holt, on Astronomy and Mathematical Astronomy; Judge R. P. Dick, on the "Foundation Building." There were also readings by Prof. Doub, Prof. Holt, Miss Reynolds, a graduate of Nashville Normal College, and recitations by Miss Johnson and Miss Bettie Ball.

SCHOOL COMMITTEEMEN should see that the Public School-houses are put in thorough repair for the winter schools. See that the floors are made tight; the window glass put in; that the stove is all right, that the pipe does not smoke, and a supply of wood is in place and cut. See that the old blackboard is repainted and new ones put in, if necessary. You can't have too much blackboard space. If there are any leaks in the roof of the building, have them stopped. If the seats are broken, have them mended or new ones made. See that the small children have low seats, so they can rest their feet on the floor. If you want a good school, have all these little things attended to, then get a good, live teacher, and you will be surprised at the progress of the children. Try it.

AT THE Chapel Hill Normal School a "Teachers' Reading Circle" was organized through the efforts of our friend W. H. Page, editor of the *State Chronicle*. A large number of teachers have joined the circle, which has been named the "*Chronicle*" in compliment to its originator, and we desire to specially commend this organization to all our readers, as a most valuable aid in a

systematic search for literary information. The first year's course comprises the following publications:

Nordhaff's Politics for Young Americans.....	75 cts.
McCarthy's History of Our Own Times, 2 vols.....	40 "
Smiles' Self-Help.....	20 "
Lamb's Tales from Shakspeare, 2 vols.....	50 "
Buckley's Fairy Land of Science.....	\$1 25
Ruskin's Frondes Agrestes.....	15 cts.
Shairp's Life of Robert Burns.....	20 "
Thackery's Henry Esmond.....	15 "
Hughes' Manliness of Christ.....	10 "

They can all be purchased at Messrs. Alfred Williams & Co.'s Bookstore, and will be sent by mail, post-paid, at the prices mentioned. Join the Reading Circle and send your name to Mr. W. H. Page, of Raleigh, who is secretary, and he will send you a certificate of membership.

PERSONAL MENTION.

REV. R. E. PEELE will teach at Sutton.

MR. A. R. MORGAN has a first rate school at Troyville.

PROF. W. A. FLYNT has a flourishing school at Dalton.

MR. R. J. DAVIS is Principal of Jonesboro High School.

MISS MARY BLAIR is teaching a public school at Monroe.

MR. G. W. BELK is teaching at Oak Forest, Union county.

MR. T. SPENCER is teaching near Middleton, Hyde county.

COL. G. G. LUKE is teaching school at Camden Court House.

MR. EMMETT SADLER is teaching at Nebraska, Hyde county.

MR. LEN. HENDERSON has opened a school for boys at Oxford.

MISS N. DE LUKE BLAIR is teaching at Monroe, Union county.

MR. HARDY H. PHELPS is Assistant Principal of Trinity School.

MRS. W. P. MIDGETT is teaching at Lake Landing, Hyde county.

MR. L. E. QUINN is Assistant Principal of Gastonia High School.

MRS. SARAH RUSSELL is teaching at Swan Quarter, Hyde county.

MISS KATE HANKS, of Pittsboro, will continue her primary school.

MR. S. W. OUTERBRIDGE is Assistant Principal of Hamilton Institute.

MISS THENIE WILLIAMS is Assistant Principal of Farmville Academy.

MR. S. C. LINDSAY is building up an admirable school at Kernersville.

MISS ESTHER BOLICK teaches the Primary Class in Gaston High School.

REV. N. C. HUGHES, JR., is Vice-Principal of Trinity School, Beaufort Co. MISS LUCY JURNEY, of Mooresville, is spending her vacation at Beaufort. MRS. A. E. BELL is teaching at Sawyer's Creek Academy, Camden county. PROF. T. P. WYNN has been re-elected Principal of Pollokville Academy. MISS LAURA BELLE CLARKE has opened a school at Horse Cove, Macon county.

MISS SALLIE A. GRIMSLEY has a good school at "Grimsley Park," near Snow Hill.

MR. J. H. HAMILTON will become a student at Nashville Normal College in October.

MISS MOLLY HADLY contemplates opening a school at Cerro Gordo, Columbus county.

MISS MARY GOODLOE, of Asheville, is summering at Blowing Rock, Watauga county.

MRS. PREYO and daughter, of Petersburg, propose to open a female school at Garysburg.

MISS LOU PURCELL will open her school at Laurinburg, Richmond county, September 1st.

PROF. HENRY E. SHEPHERD, of Charleston, S. C., is spending the summer at Chapel Hill.

MISS MARY BELLE MCKOY, a graduate of Peace Institute, is teaching in Harnett county.

PROF. T. S. WHITTINGTON is Principal of Union High School, East Bend, Yadkin county.

MISS AMANDA GREEN, of Caldwell county, is one of the faculty of Moravian Falls Academy.

MR. E. F. ATKINSON, of Wayne county, has charge of Bethel Academy, near Kenansville.

PROF. J. F. BROWER, A. M., is Principal of Rock Spring Seminary, Denver, Lincoln county.

MISS HATTIE PARKER, of Raleigh, has just opened a promising school at Varina, Wake county.

MRS. L. E. DUNCAN assumes charge of the Art Department in the Southern Normal at Lexington.

MISS FANNIE E. THOMPSON, of Pittsboro, has a good school near Chalk Level, Harnett county.

MR. E. Y. PERRY, late of Franklin county, is Principal of Trenton Male Academy, Jones county.

PROF. M. H. MOORE, A. B., of Wofford College, is Principal of Long Pine Academy, Anson county.

MISS BESSIE MARTIN, of Shoe Heel, is Assistant Principal of Long Pine Academy, Anson county.

MISS S. A. BARROW, a graduate of St. Mary's, New Jersey, is second assistant in Hamilton Institute.

MRS. F. MORROW will open her Home School for young ladies and children at Statesville, August 27th.

MISS MARY B. SEAVEY will take charge of the intermediate grades in Clinton Collegiate Institute.

MISS FLORENCE L. CHASE, for two years music teacher in Claremont College, Hickory, has resigned.

REV. WM. BRUNT, A. M., and wife, will open the White Oak Academy in Bladen county, September 1st.

MRS. PARKER and MISS ARMFIELD will re-open their school for boys and girls at Laurinburg, August 25.

MRS. W. F. ROWLAND is conducting a very successful select home-school for young ladies at Henderson.

MISS HELEN BETTS, of Morrisville, has accepted a position as assistant teacher in Louisburg Academy.

MISS MATTIE PALMER will teach vocal and instrumental music in the Southern Normal at Lexington.

MR. J. B. HANDS has accepted the principalship of Liberty Hill Academy at Nathan's Creek, Ashe county.

MISS LILLIE WHITEHURST, of the Kinston Graded School, was married, July 31st, to Mr. Henry Archbell.

MISS MAY TEMPLETON has charge of the Vocal and Instrumental Music Department in Gaston High School.

MISS KATE SUTTON, a graduate of St. Mary's School, has taken charge of Penny's School at Hutchinson's Store.

REV. B. G. MARSH, a graduate of Trinity College, in the class of '84, is teaching at Troy, Montgomery county.

MR. D. F. SINCLAIR, a graduate of Davidson College, is Principal of Pleasant Garden Academy, Guilford county.

MR. ISHAM ROYAL, County Superintendent of Sampson, is teaching a school of Grammar and Arithmetic at Huntley.

MR. T. W. NOLAND, a graduate of the University of Nashville, will take charge of the Waynesville High School.

PROF. F. P. HOBGOOD was recently honored by the Baptist Sunday-school Convention by being chosen its President.

PROF. W. JUNIUS SCROGGS, Principal of Smithville High School, is visiting his father in Lenoir, Caldwell county.

PROF. J. C. F. RUPP, of Pittsburg, Pennsylvania, has been elected to the Chair of Languages in North Carolina College.

MISS LESSIE SOUTHGATE, of Durham Graded School, was one of the singers in the concert of the Goldsboro Fruit Fair.

MISS CLARA E. DIXON, of the Kinston Graded School, was married on the 5th inst. to Mr. Jesse W. Grainger, of Kinston.

MR. S. A. HOLLEMAN has resigned as Principal of Pleasant Union Academy, and will complete his course at Chapel Hill.

MISS JENNIE ROYAL, of the Goldsboro Graded School, is spending a month in the Peabody Normal School of Wytheville, Virginia.

REV. DR. J. C. CLAPP reports that his recent trip North to secure funds for the endowment of Catawba College was highly successful.

REV. N. COLLIN HUGHES, A. M., D. D., will open Trinity School for boys and girls at Chocowinity, Beaufort county, September 10th.

MR. W. G. RANDALL, a graduate of our University, in the class of '84, takes charge of the Academy at Marion, McDowell county.

PROF. JEAN HOLTNER, a graduate of Berlin and Leipsic Universities, is engaged as teacher of music in Clinton Collegiate Institute.

MR. THOS. R. ROUSE, a graduate of our University, will occupy the Chairs of Mathematics and Modern Languages in Kinston College.

MR. R. S. GREEN, who recently graduated from Wake Forest College, will open a male and female school at Smith Grove, Davie county.

MR. A. R. JOHNSON, Superintendent of Public Instruction for McDowell county, will abandon teaching and enter the profession of the law.

MISS FANNIE EVERITT, much to the pleasure of her many friends, is succeeding finely in building up a female college of high grade at Statesville.

MR. W. E. YOUNG, of Cary, Wake county, who has been teaching for some time, goes to the Southern Normal at Lexington to complete his education.

MISS NETTIE A. FARNSWORTH, a graduate of the Conservatory of Music of Pennsylvania, takes charge of the music department of Hamilton Institute.

MRS. MAHONEY, of Durham Graded School, after adding to her laurels as a Kindergarten teacher in the Elizabeth City Normal, has gone to Florida.

MRS. J. M. BARBEE, of Raleigh Graded School, has been offered the principalship of Durham Female Seminary, and it is thought that she will accept.

PROF. JOHN W. MCLEOD, a "tar heel" teacher, now of Huttonville, West Virginia, was married at Huntersville, N. C., August 6th, to Miss Willie Watson.

MR. C. N. A. YONCE, a graduate of Roanoke College, Virginia, has been engaged as Principal of Pantego Academy, Pitt county. He comes highly recommended.

PROF. J. M. WEATHERLY, of the Salisbury Graded School, and Prof. J. W. Woody, of New Garden, assisted Rev. W. S. Long, in his Teachers' Institute for Alamance.

MR. G. W. MEWBORN, formerly Cadet Captain of Company A, and student of Davis School, at LaGrange, has been elected Principal of Lenoir Institute, Lenoir county.

MISS FLORENCE SLATER's elegant exhibition in improved Calisthenics at the Teachers' Assembly places her in the front rank as a teacher of this beautiful and graceful art.

PROF. N. C. ENGLISH has become associated with Prof. C. P. Frazier in the principalship of Bush Hill High School. This is a strong combination of very popular teachers.

CAPT. JOHN E. DUGGER, with PROF. L. A. WILLIAMS, opened the Warrenton Academy on July 30th, with flattering prospects of a very successful term.

PROF. WILL H. SANBORN reports that applications are pouring in on him, and we predict that Davenport Female College, under its new auspices, bids fair to eclipse its old fame.

MR. JOHN A. HALL, who had been teaching at East Bend, Yadkin county, died there a few weeks ago, of typhoid fever. He was highly esteemed as a teacher and as an exemplary young man.

MR. JOHN S. SMILEY, the efficient Secretary of the Franklin Normal School, was presented by the Board of Managers with a handsome wall map of North Carolina, in appreciation of his very faithful services.

MISS ANNIE FAIRFAX, who has achieved such a success as a thorough teacher in the schools of Virginia and Maryland, will have charge of the Preparatory Department of St. Mary's School during the next term.

PROF. JULIUS L. TOMLINSON, Superintendent of Winston Graded Schools, and Miss Mamie S. Adams, of the Wilson Graded School, were married by Rev. Dr. Brooks at Wilson, on 5th inst. THE TEACHER'S best wishes attend them.

WE WERE pleased to receive a few days ago a visit from Rev. J. M. Rhodes, A. M., Principal of Central Institute for young ladies at Littleton. We are glad to learn that the Central Institute is in a more prosperous condition than ever before.

PROF. CHARLES D. MCIVER is spending his vacation at Sanford in practicing and extending his knowledge of "Primary Teaching" with a picked-up class of little boys, who have never been to school. An excellent idea, and we commend it to other teachers.

MR. J. H. MILLS, Principal of the Thomasville Male Academy, has opened with flattering prospects. Everybody expects him to succeed, and we are not surprised to learn that a number of young men have come from a distance to avail themselves of his methods.

MR. A. D. FARMER, Superintendent of Public Instruction for Macon county, tendered his resignation, but the Justices and Board of Education showed their appreciation of his valuable services by refusing to accept the resignation, and gave him authority to visit all the public schools of that county.

MR. JOHN W. FLEETWOOD, a graduate of Wake Forest College, in the Class of '82, is Principal of Grange High School, Woodland, Northampton county. He is a young man who will command success, and we predict that at no distant day he will make his mark among the foremost educators of the State.

TEACHERS' BUREAU.

[THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded.]

POSITIONS WANTED.

24. A lady desires a position as music teacher in a school. Thoroughly qualified.

25. A lady who has had several years' experience, and can give good references, desires to teach in a school.

26. A young lady who has experience in primary teaching, desires a position in a school.

27. A young lady graduate of Wesleyan Female College, Murfreesboro, qualified to teach Music, Latin, English, French and Elementary German. Best of references given.

28. A young lady who is a full graduate and has had three years' experience in teaching, desires a position in a school. Latin and Mathematics are specialties.





A. S. BARNES & CO.,
EDUCATIONAL PUBLISHERS,
New York and Chicago.



Latest Books of the National Series.

Barnes' New National Readers.

BARNES' GENERAL HISTORY.

A Brief History of Ancient, Medieval and Modern Peoples in one volume. The most fascinating and complete General History published. Sample copy \$1.60.

BARDEEN'S COMPLETE RHETORIC.

Treats all subjects fully and practically. Enforces all principles by practical exercises. Most comprehensive and most interesting treatise on the subject. Sample copy \$1.50.

HYGIENIC PHYSIOLOGY. (FOR SCHOOLS).

With special reference to the use and effects of Alcoholic Drinks and Narcotics. Edited and endorsed by the W. C. T. U., of the United States. Sample copy \$1.00.

PECK'S POPULAR ASTRONOMY.

Presents in a compact and practical form all the facts and principles of the science that are needed in a general course of collegiate education. Sample copy \$1.20.

BARNES' BRIEF U. S. HISTORY.

One of the most remarkable text-books ever issued. It is the standard in Chicago, St. Louis, Louisville, Milwaukee, Detroit, and more than a thousand other leading Western cities and towns. Sample copy \$1.00.

PECK'S GANOT'S PHYSICS. (REVISED EDITION).

Many parts have been re-written. Much new matter added, a large number of new cuts introduced and the whole treatise thoroughly revised and brought into harmony with the present advanced stage of scientific discovery. Sample copy \$1.00.

BARNES' NEW ARITHMETICS.

Present a minimum of theory with a maximum of practice. Adopt the shortest and best methods, language clear and exact.

MONTEITH'S NEW GEOGRAPHIES.

Complete two-book series, with latest data, beautiful maps, new standard time, and all other "modern improvements."

SILLS'S LESSONS IN ENGLISH.

Practical, systematic and complete. Useless verbiage eliminated, and English Grammar treated comprehensively in one convenient sized volume at small cost. Sample copy 60c.

STEELE'S 14 WEEKS IN EACH SCIENCE.

Embracing Philosophy, Physiology, Chemistry, Zoology, Geology, Astronomy and Botany. Present the cream of the respective studies; and the treatment of the subjects is not only exceedingly practical but always remarkably interesting to the pupils. Sample copies \$1.00 each.

MONTEITH'S POPULAR SCIENCE READER

Contains lessons and selections in Natural Philosophy, Botany, Natural History. All copiously illustrated by cuts and diagrams. Sample copy 75c.

MENALLY'S GEOGRAPHY. (REVISED).

A striking new feature Geography outside the text-books has been added in foot notes on a plan similar to Steele's Scientific Series. Also search questions on the plan of Historical Recreations in Barnes' Brief U. S. History. Sample copy \$1.25.

The NATIONAL SERIES comprises more than three hundred publications, presenting text-books adapted to every grade of common school and college classes, all of which will be found fully described in our new Descriptive Catalogue, mailed free on application.

Correspondence cordially invited. Address

A. S. BARNES & CO.,
111 & 113 William Street, New York.

A. P. FLINT, Gen. Agent,
1026 Arch St., Philadelphia, Pa.



THE
North Carolina Teacher.

VOL. II.

RALEIGH, SEPTEMBER, 1884.

No. 3.

[For the North Carolina Teacher.]

THEN, AND NOW.

BY IDA HARRELL HORNE.

Away back in the olden times,
When schools were very few,
And books were rare,
With none to spare,
What did the children do?

In some lone "settlements," for miles
No teacher's voice was heard;
Nor papers came,
News to proclaim,
With many a thrilling word.

But did our fathers rest content,
To live in ignorance;—
With mute resign?
Men born to shine,
Trust life to fate and chance?

No; with a will and might unseen,
Rarely at this day,
They dug to own
The rich gems strown
Along the toilsome way.

Now, scattered o'er the path of youth,
The pearls of knowledge lie ;

And he who will,
May take his fill,
And scarcely seem to try.

And oh, if in that darkened age,
Great minds shone from the gloom ;
Our youth to-day,
With brighter ray,
Should burst the shades which loom.

So let our boys and girls resolve
To gather every gem ;
And when complete,
They all shall meet,
In one rich diadem.

[For the North Carolina Teacher.]

PRACTICAL METHODS OF TEACHING LITERATURE.

BY ALBERT P. SOUTHWICK, ANSONIA, OHIO.

In response to a continuous demand from the teachers of Virginia, the Carolinas, Florida, and even as far to the south-west as Louisiana and Texas, for some further practical information as to methods of teaching the subject of the little manual,* to which reference has previously been made, and believing this monthly to be a valuable medium for answering these queries, we respectfully submit the following :

It is quite impossible to inculcate in the minds of children, boys and girls from six to eighteen, a direct love of literature, *per se*. The elegance of diction, the perspicuity of thought, the well-rounded phrase, are matters to them of trifling import, and of which they can have no conception, while the "jingle" of the rhyme, the crystallization of some common expression or well-

**Short Studies in Literature*. Price, 60 cents.

known fact, entering into the knowledge and routine of their daily lives, is everything.

The first step then, would be for the teacher to write upon the blackboard some three or four verses of simple, childish poetry, have the school as a class recite them in concert, call upon some individual pupil to recite one verse at a time, repeat this morning and night for two or three days, and then ask if any one can repeat one or more of the verses without looking at the blackboard, you will find that *some* of the pupils have unconsciously memorized these "gems."

This is the introductory lesson. We have mentioned practical selections only, but there are many "golden thoughts" given in prose; in fact, the true embodiment of thought is to be found in such, in its greatest strength and beauty, and these should be given in the earlier lessons.

After a few weeks drill of this nature, you will find that certain verses are the more popular, and then it is time to tell them of the author. A postal card addressed to Houghton, Mifflin & Co., of Boston, will bring you a catalogue† of the books of that publishing house, and in it are about twenty-five or thirty wood cuts of the noted English and American writers of the present century. You have provided yourself with a *portrait gallery* at the expense of just one cent, for these "cuts" can be removed from the pamphlet and tacked or pasted upon the school-room wall. They additionally serve as a decoration. Then supplement what they have learned and what they can see by such terse anecdotes of the authors' lives and habits as may be known to you. Your pupils have now begun the study of literature. To dwell on the beauties of a single line, of the accuracy of poetical and natural description, of the grammatical correctness and rhetorical force of an author's writings, is a study for the most advanced pupils—to some it will never become a matter of idle curiosity even.

†Messrs. Alfred Williams & Co., of Raleigh, will also send a copy of this catalogue upon application.

You have now prepared your school, the class or classes for an introduction to the text-book. With the book in their possession, you will only succeed by maintaining a *constant interest* in the study. How is this to be done? No work upon the subject is wholly adequate for this purpose, and one of your first efforts should be to prepare for your own benefit, and ultimately obtain the aid of the pupils for their own benefit—a “literary scrap-book.” Any old memorandum or ledger will do if it is not convenient to have a book especially prepared, and flour and water will form a cheap paste.

From the columns of your county or city weekly, or local paper, clip all the poetical and prose selections of any merit, and “literary items,” and arrange them under their respective headings. Many of your pupils can ultimately be induced to prepare a similar reference-book. What is its use? To supplement the text-matter and selections of the daily lesson, and give length, force and interest to the “Topical Outline.”

Individual requisites can be made upon members of the class in having them arrange some literary specialty. We once had a bright boy of twelve collect a list of the noted “Rides” whose praise has been given in poetical numbers. He had the complete words of more than twenty, such as *Tam O'Shanter's Ride*, *The Ride of Collin Graves*, *Kit Carson's Ride*, etc., etc. It was a literary treasure, of great interest and benefit to us as a teacher, and of infinite worth as a praiseworthy testimonial to the research and energy of the pupil. What are the benefits of this branch of study? It fills the child's mind with pure thoughts and gentle words, and, in after years, it will give him the faculty of ending a line of argument or simple statement even, with some apt expression or pointed quotation that is in itself conclusive, for these “choice sayings” are pithy, and convey a world of meaning in themselves. It is *information* in its fullest sense, and, next to a knowledge of science, makes the man or woman who is the possessor of its beauties, of use to society, of benefit to mankind, and an ornament at home. Above all else it furnishes that great desideratum of a complete education—*culture*.

THE MISSING CENT.

Submit the following question to your school, and we will give a nice book-strap to the first boy under twelve years of age who finds the "missing cent." To the first girl under twelve years of age who gives a solution, we will send a neat book-bag :

Two boys together sell sixty apples, each one selling thirty. One boy sells his apples *two for one cent*, and receives fifteen cents.

The other boy sells his *three for one cent*, and receives ten cents. *Both together receive twenty-five cents.*

The next day one boy says he alone will sell sixty apples at the *same rate* as they both did the day before, viz: five apples for two cents, and he does so, but receives *only twenty-four cents*. What becomes of the missing cent?

[For the North Carolina Teacher.]

TEACHING, A PROFESSION.

BY E. W. WILCOX, HOOKERTON, N. C.

Were I to cast the horoscope of the "NORTH CAROLINA TEACHER," I should foretell for it a long life of honor and usefulness. But if its existence had begun and ended with the July number, it would by no means have lived in vain, inasmuch as the demand uttered by its editor for a State Normal School, issuing diploma and license, must eventually become the corner-stone of our true educational progress. The best interests of teacher and pupil require that both should be protected from ignorance, general or special unfitness, "pauper labor," competition and caprice, by a stringent requirement of this character. Teaching, as a profession, can no more be left to the operation of the law of demand and supply than can law or medicine. These pro-

fessions are not so left. The State steps in and says to each, "The people must be protected from ignorance, chicanery and quackery by a fixed standard of qualifications. This is the primary object, but if you lawyers and doctors are incidentally protected against unworthy competition, all the better."

If education is the only sure foundation for a republic, if the educator is to be, more than all others, instrumental in shaping the physical, mental and moral being of its future citizens, surely there is equal, if not greater, need of kindred legislation. Let us have the Normal School, the examining board and the license. The Normal should teach the laws of education in their connection with the doctrines of mental science. It should teach school management, that is, organization, discipline and the art of teaching. It should further teach method, or the application of teaching as an art to all branches which form part of a common school education.

An institution of this kind, demanding, of course, a suitable acquaintance with the common school branches as a condition for matriculation, would give to North Carolina what she has never had—a class of common school teachers bred to the profession, set apart for it, and better fitted for it than for anything else. Then teaching would be really a profession, instead of the humbug and make-shift it too often is. Then teachers themselves would not ask: "Is there really such a thing as the 'Principles of Teaching'?" "Is it not, after all that is said, mere empiricism and groping in the dark?"

In the new order of things which your editorial foreshadows, we should not find the minister, the lawyer and the doctor holding forth at teachers' meetings, school closings, etc., on the subject of education. Fancy a convention of wool-growers, carpenters or blacksmiths inviting the doctor or the lawyer to tell them about the peculiar business which had brought them together. In that "Better Day" school committees will not hunt for *twenty dollar* teachers. Not so many years ago we had a breed of "Twenty Dollar" lawyers, but the ridicule of the bar and returning common sense of the people soon stamped them out. When our fellow-citizens

reach something like an adequate notion of what teaching really is, they will not imperil their children by employing "Cheap-John" teachers.

But it is equally certain that the people will not reach this point till they are educated up to it by good teachers. Hence the State should take an advanced step and say, "What you *want* will be hurtful to you; I will give you what you *need*." If we are ever blessed with a Legislature having firmness, moral courage and prescience to pass a school law of the right sort, teaching will raise its head—a grand, noble and honored profession. Until then, it will labor under that popular misconception which applies the once classic and dignified term "Professor" to any and every person of the male persuasion who happens to "keep" a school in an eight by ten school-house at some grass-grown cross-road.

[For the North Carolina Teacher.]

A TALK WITH FELLOW-TEACHERS.

BY CARRIE WARREN, OF NORTH CAROLINA.

To a looker-on, the machinery of Normal Schools is full of interest. It is well for teachers, occasionally, to come out and "watch the wheels go round" in the same spirit that actuates other visitors to these factories of educational methods. The "methods" are many. They are not various. Some are not beautiful. All may be useful if properly applied. What a mighty deep that mute "if" bridges! Let us not look into it. We cannot see the bottom. We may not even sound it with the lines of ordinary capacity. We hear so much of "methods." The young teacher thinks: "If I can but get his methods, I can have no more weary days or wakeful nights. All will be well. My poor, stupid Ichabod will learn rapid calculation by collecting the tens, and he can learn grammar because the diagrams are

so plain, and he just can't help seeing at a glance how to pronounce the words which are so plainly marked."

The tendency is to trust too much to methods. Young girls and boys enter upon the duties of teaching, fresh from the graded school, fully convinced that, having been drilled and intending "to keep up with the times" by means of educational books and papers, they are prepared to roll the stone of ignorance from their fields. As teachers, our education is too apt to be "shoppy." We can read, write, spell, parse, diagram, draw, sing, lead in calisthenics, are versed in mathematics, (!) can even teach French and Latin; but how reticent, how dumb are these dear ladies and gallant gentlemen, during a conversation, on the men and thought of past ages. How little do we know of what is not now—of what is not tangible and visible to our physical senses.

It is true that scholarship is lauded, that it is advised; but pupil-teachers at our Normals do *not* find evidence of learning in the lectures of *all* the instructors. They do not always see illustrated that historic and scientific knowledge of subjects which is the only true basis upon which "methods" can rest. All honor and gratitude are due a Normal superintendent who furnishes his teachers the opportunity of sitting at the feet of a scholar. One man of true culture will lift the burden of illiteracy more steadily and surely than a multitude of sticklers for "methods." We are too well contented in our present condition. We must raise the standard. Point the teachers to the grandest heights. They will climb, and in ascending they will find the stepping-stones over which they will guide the little feet which tread just behind them.

Let us aim at scholarship. Let us take for models such men as Gildersleeve, Arnold, Macaulay, even Milton, by whom the most secret paths of knowledge were well trodden. We think we can never reach such heights. Perhaps not; but we can continue to ascend, and each upward step spreads before us more of God's beautiful world of thought. Our Saviour says: "Be ye also perfect." We know it is impossible to be perfect, but the command is right, for he who aims at anything short of perfection will aim to be something less than honest and true.

We are at work again in the school-room. Let us not desert the study. In teaching the little ones, let us not neglect our own training. We are apt to think that our health will not permit mental exertion after the six hours' work. There are very few who cannot find strength for two hours' study out of the eighteen which are our own property. We, lady teachers, must sew less. Calculate, girls, the price of materials which we work up into muffs, ruffles, etc., then examine some reliable catalogue of ready-made dresses. The latter are cheaper, the work is just as nice, and we have escaped the pain and injury which sewing-machines are apt to inflict. Lady teachers must not aspire to the position of society queens in the village or neighborhood. I said "aspire"—a word out of place. The wish to reign there would be no looking up, but the opposite—at least from a *teacher's* stand-point. We must be social; we must seek recreation if it does not come to us; but let us all promise ourselves at least two hours each day for five days in the week for earnest, systematic study. Most of us have united with the "*Chronicle* Reading Circle." Let us not be content with the "thirty minutes." Mr. Page, Prof. Shepherd, Mrs. Spencer—any of the ladies or gentlemen who have kindly promised advice in that—will assist us in our private reading. If you have no judicious literary friend who can advise a course of reading on any subject, a note addressed to any of these friends to teachers and literature, stating your wish, will be responded to in a spirit so cheerful that the girl or boy who asks aid will find that he or she will have granted a favor. It seems to me that it is better to take up a subject. Master it, write about it. Put your writing aside. Study the same or other authors who have treated it. Write again, and so on, till you feel able to discuss it without fearing a display of ignorance. Or follow the suggestion which Prof. Shepherd has so often and so faithfully presented to us in years gone by, at Chapel Hill, in 1880, '81 and '84, and which was also made by Prof. Myers. It is to study history by learning biographies. Select your hero; collect all the sketches which have been made of him; learn what other heroes think of him; decide what you think; put all the books away

and write his life. Or take an epoch and make yourself at home. You will find a welcome, and you will be happy.

Fellow-teachers, let us determine that we will stand upon a higher plane ; that each one of us, in our own efforts to rise, will lead those about us who are less capable.

THE FIRST ENGLISH GRAMMAR.

To William Bullokar, a school-master in the reign of Elizabeth, must be ascribed the honor of writing the first work on English Grammar. It was modestly entitled, "A Treatise of Orthographia in English, by William Bullokar, London, 1580." As everybody in those days wrote poetry, most of the rules and definitions in this book, as well as the preface, were delivered in metre. In 1586 was published "W. Bullokar's abbreviation of his Grammar for English, extracted out of his Grammar at large, for the speedy parsing of English speech, and the easier coming to the knowledge of Grammar for other languages. Imprinted at London by Edmund Bollifant, MDLXXXVI." Both books were printed in black letter, Old English, with many curious affectations of spelling, and novelties in type.

Ben Johnson's Grammar was not written until about forty years later, and was not published until after his death in 1637. It is entitled, "The English Grammar made by Ben Johnson, for the Benefit of all Strangers, out of his Observation of the English Language, now Spoken and in Use."

WHEN THE LESSON is assigned, explain somewhat its more difficult features, and show pupils how to study it to advantage. Lacking this preliminary aid, they will needlessly waste much time and energy, and perhaps come to the recitation discouraged.

[For the North Carolina Teacher.]

“ENGLISH COMPOSITION.”

BY MISS ADA M. ELLIOTT, WESTMINSTER, N. C.

Little that has appeared in *THE TEACHER* has come under my observation; but my interest in the progress of education in our State prompts me to advance a few ideas which might be better said by some one else. Though I trust that the readers will, with Carlyle, admit that “thought is thought, however it may speak or spell itself.”

This very inability to express thought satisfactorily has called out this article from one out of the very large majority of people who has had opportunities of what is generally denominated a liberal education, and yet find themselves so illy prepared to do what the first few years of school ought to prepare a child to do, viz.: to write the English language. If what we are to ourselves and to our fellow-man depends upon the development of our mental capacities, then it seems to be a matter of the greatest importance that opportunities which are offered to children and to students generally should be turned to the greatest possible account for them.

It does seem that entirely too much has been expected of children in our common schools in the way of committing to memory (for much of it is nothing else) what is contained in text-books. A little article in “*THE TEACHER*” in regard to the proper disposition of the spelling-books so much used, met with a hearty approval in my mind; but, while this is true, I am far from ignoring the use of text-books in our common schools.

The prevailing opinion that the mind of a child should be receptive only, and not productive in the least degree, is certainly a very erroneous idea. Notwithstanding I am aware that many steps have been taken among our educators to correct this opinion, and to change in many particulars the mode of instruction so prevalent in our country, originality of thought and expression are certainly the most important parts of an education. Then

comes in the mental discipline acquired by the use of text-books within the comprehension of the student.

How many students there are who have regarded this exercise with so much dread that what should have been the easiest task in the catagory of academic duties, by neglect became the hardest.

It is an appalling fact that scholars who have graduated from the first colleges of America, and have devoted years to linguistic study and foreign travel, but after returning to their native country, have been compelled "*ex necessitate rei*" to turn to the study of their own language. Every one must admit, therefore, that the reformation needed in this state of affairs must necessarily begin in the primary schools.

Many of us look back upon our school-days with but little pleasure. Our very existence was rendered ungrateful by the constant pushing forward the incessant cramming process, which was practiced by many honest instructors, and which filled our minds with much that will never be of any practical benefit to us whatever. Very little natural development of our mental capacities was possible—all originality entirely excluded.

We, who attend to the elementary training of youthful minds, should study to effect in the easiest possible way to the student, that which will be of the greatest practical result in after years. To do this I believe that three-fourths of the first ten years of a child's school-life should be devoted to learning the correct and original use of English composition.

[For the North Carolina Teacher.]

A FEW COMMON WORDS, THEIR PRONUNCIATION AND DERIVATION.

BY ROBERT G. SPARROW, DAVIDSON COLLEGE, N. C.

One of the words most frequently mispronounced, even by persons of education, is OF-TEN. The correct way is *of-fn*, or *aw-fn*, yet this word is often pronounced as spelled, *of-ten*. This has no

authority. SUFFICE and SACRIFICE are almost as common. The great majority of authorities give these *suffiz* and *sacrifiz*, while only one or two pronounce them *suffis* and *sacrifis*.

SELDOMLY is sometimes heard. This has no place in the dictionaries, "seldom" itself being an adverb. The derivation of the two following words is peculiar :

OUNCE as applied to the animal of that name was originally spelled *lounce* in French, from the Greek *lux*, and Latin, *lynx*. The *l* was afterward mistaken for the article and dropped.

The word QUIZ was made by Daly, a Dublin play-house keeper, who wagered that a word of no meaning whatever would be the common talk and puzzle of the town within twenty-four hours. The wager was accepted, and Daly had the letters Q-U-I-Z chalked on the walls, and won the wager.

[For the North Carolina Teacher.]

FIRST EVENTS IN NORTH CAROLINA HISTORY.

BY EUGENE CUNNINGGIM.

-
1. First voyage of exploration—Amadas and Barlowe, 1584.
 2. First attempted settlement—Lane and colony on Roanoke Island, 1585.
 3. First white child born of English parents in America—Virginia Dare, 1587.
 4. First title of nobility conferred upon a native American—Manteo made "Lord of Roanoke," 1587.
 5. First permanent colony (of which we have record)—between Roanoke and Chowan rivers, 1653.
 6. First preacher resident in the State—Roger Green, Baptist, 1653.
 7. First Governor of Albemarle—Wm. Drummond, 1663-'67.
 8. First Legislative Assembly, 1665.
 9. First recorded acts of legislation, 1669.

10. First sermon (of which we have record)—at Jonathan Phelps' house, where Hertford now stands, by George Fox, founder of Quakerism.

11. First popular rebellion—Culpepper's, 1667.

12. First Episcopal preacher—Rev. Mr. Blair, 1703.

13. First church building—in Chowan county, 1705.

14. First incorporated town—Bath, 1705.

15. First lawyer of note—Edward Moseley.

16. First issue of paper-money, 1712.

17. First Baptist church—Shiloh, Pasquotank county, 1729.

18. First printing press at New Berne, James Davis, 1749.

19. First book published—"The Yellow Jacket," a code of State Laws, 1752.

20. First newspaper—"North Carolina Magazine, or Universal Intelligencer," 1765.

21. First capital of State—Tower Hill (Snow Hill), 1758.

22. First mail route—from Suffolk, Va., to Wilmington, via Edenton and New Berne, 1758.

23. First public school-house—at New Berne, 1764.

Corrections solicited.

[TO BE CONTINUED.]

COUNTY SUPERINTENDENTS ELECTED IN JUNE, 1884.

Alamance, Rev. W. S. Long, Graham.	Jackson, W. H. H. Hughes, Webster.
Alexander, Prof. Theodore Bush, Taylorsville.	Johnston, Ira T. Turlington, Elevation.
Alleghany, S. W. Browne, Sparta.	Jones, P. M. Pearsall, Trenton.
Anson, W. D. Redfearn, Ansonville.	Lenoir, W. S. Bird, Seven Springs.
Ashe, Q. F. Neal, Jefferson.	Lincoln, D. Mat. Thompson, Lincolnton.
Beaufort, Rev. Nat. Harding, Washington.	Macon, A. D. Farmer, Franklin.
Bertie, James R. White, Aulander.	Madison, J. F. Tilson, Halewood.
Bladen, Rev. James Kelly, Clarkton.	Martin, Jesse A. B. Cooper, Hamilton.
Brunswick, George Leonard, Shallotte.	McDowell, A. R. Johnson, Marion.
Buncombe, John W. Starns, Asheville.	Mecklenburg, J. H. McClintock, Huntersville.
Burke, Jordan N. Payne, Morganton.	Mitchell, S. B. Garland, Red Hill.
Cabarrus, Rev. Thos. W. Smith, Concord.	Montgomery, Dr. J. W. Ewing, Pekin.
	Moore, W. J. Stuart, Carthage.

- Caldwell, Rev. W. A. Pool, Lenoir.
 Camden, G. D. B. Prichard, Belcross.
 Carteret, Levi C. Howland, Beaufort.
 Caswell, Geo. N. Thompson, Leasburg.
 Catawba, Rev. R. A. Yoder, Newton.
 Chatham, Rev. P. R. Law, Pittsboro.
 Cherokee, Benjamin Posey, Murphy.
 Chowan, J. H. Garrett, Edenton.
 Clay, G. H. Haighler, Hayesville.
 Cleveland, H. T. Royster, Casar.
 Columbus, J. B. Schulken, Whiteville.
 Craven, Rev. Jas. S. Long, New Berne.
 Cumberland, Henry McD. Robinson, Fayetteville.
 Currituck, V. L. Pitts, Poplar Branch.
 Dare, James M. Gray, Manteo.
 Davidson, E. E. Roper, Arcadia.
 Davie, J. T. Alderman, Fork Church.
 Duplin, Benj. F. Grady, Jr., Albertson.
 Durham, Hugh P. Markham, Durham.
 Edgecombe, Frank S. Wilkinson, Tarboro.
 Forsyth, A. I. Butner, Bethania.
 Franklin, E. G. Conyers, Youngsville.
 Gaston, Rev. J. M. McLain, Gastonia.
 Gates, John R. Walton, Gatesville.
 Graham, V. E. Grant, Yellow Creek.
 Granville, W. H. P. Jenkins, Franklinton.
 Greene, Joseph E. Grimsley, Snow Hill.
 Guilford, Jesse R. Wharton, Greensboro.
 Halifax, D. C. Clark, Enfield.
 Harnett, John A. Cameron, Lillington.
 Haywood, Rev. R. A. Sentell, Waynesville.
 Henderson, W. A. G. Brown, Hendersonville.
 Hertford, Geo. V. Cowper, Winton.
 Hyde, Jos. M. Watson, Swan Quarter.
 Iredell, Rev. Edw'd Wooten, Statesville.
 Nash, B. H. Vester, Nashville.
 New Hanover, Walker Meares, Wilmington.
 Northampton, F. Eugene Foster, Seaboard.
 Onslow, Frank Thompson, Richlands.
 Orange, Rev. J. L. Currie, Hillsboro.
 Pamlico, B. F. Mayhew, Bayboro.
 Pasquotank, S. L. Sheep, Elizabeth City.
 Pender, James D. Murphy, Burgaw.
 Perquimans, Dr. T. J. Smith, Hertford.
 Person, James D. Baird, Roxboro.
 Pitt, Josephus S. Allen, Greenville.
 Polk, Wm. M. Justice, Mills Spring.
 Randolph, J. R. Frazier, Bay Hill.
 Richmond, J. D. Bundy, Laurinburg.
 Robeson, William B. Blake, Lumberton.
 Rockingham, N. S. Smith, Leaksville.
 Rowan, T. C. Linn, Salisbury.
 Rutherford, A. L. Rucker, Rutherfordton.
 Sampson, Isham Royal, Clinton.
 Stanley, Henry W. Spinks, Albemarle.
 Stokes, N. A. Martin, Danbury.
 Surry, George W. Sparger, Mt. Airy.
 Swain, John S. Smiley, Charleston.
 Transylvania, Rev. W. H. Davis, Deavers.
 Tyrrell, Edmund Alexander, Columbia.
 Vance, Demascus S. Allen, Kittrell.
 Union, Maj. J. B. Ashcraft, Monroe.
 Wake, Eugene T. Jones, Raleigh.
 Warren, F. M. Fitts, Macon.
 Washington, Rev. Luther Eborn, Cresswell.
 Watauga, Rev. J. W. Thomas, Boone.
 Wayne, E. A. Wright, Goldsboro.
 Wilkes, Rev. R. W. Barber, Wilkesboro.
 Wilson, James Murray, Wilson.
 Yadkin, W. D. Martin, Chesnut Ridge.
 Yancey, David M. Ray, Burnsville.

IN COUNTRY SCHOOL-HOUSES, where one or more rows of desks are crowded close to the wall, the teacher should be governed by circumstances, calling pupils two by two; or, first those nearest the aisles, and next those near the walls.

[For the North Carolina Teacher.]

VALUE OF THE COMMON SCHOOLS.

BY MISS MARY T. PESGUD, LAGRANGE, GEORGIA.

The value of the common school rests mainly upon the character of the teacher, and the work done by him. In view of this, no one should dare to enter upon this responsible, aye, sacred office, without a deep and sincere appreciation of the importance of its duties. The work of the common school is manifold in its nature, and requires preparation of mind, heart, and soul, on the part of all who undertake its performance. Very many of our people receive no scholastic training save that given in the common school, and but little of any other kind. It is to them the one source from whence springs all their training in books, in manners, and in morals. How important then, that the teacher of such a school should be filled with practical as well as theoretical knowledge of these things, and should know how to train the pupils committed to his charge, so as to produce good citizens, good neighbors, and good Christians, as well as good scholars. Not only must he teach books, including their knowledge and use, but he must inculcate the Golden Rule, "Do unto others as you would that others should do unto you"; and that other rule, "True politeness is to forget one's self."

The teacher should obtain the mastery over the student, not by physical force, but by the influence of his personal character, aided by the magic wand of tact. Thus only can he lead his pupils to form the well-rounded symmetry of character proposed by him as a model.

Much and important is the aid which may and should be rendered by parents and local school authorities in the government of the school. By their co-operation, the labor of the teacher is reduced to a minimum; by their opposition, it becomes a burden greater than the shoulders of Atlas could bear. Hence, a teacher who would make his school a success, should aim, at the very beginning, to secure the sympathy and aid of the "powers that

be." He can learn much from them, and by a little tact, will be able to use their knowledge so as to gain their most valuable assistance in his plans for the management of the school.

State aid is of very great importance, from a financial standpoint, but wonders can be accomplished by an energetic teacher, with but little expenditure. Indeed, appliances provided by the exertions of the school itself are more useful, and more highly valued, because representing its own labor and interests. In this, as in all else, the *teacher* decides the character of the *school*. A good teacher will succeed with the most homely appliances, where a poor one will fail with all the apparatus heart could wish. Still, the State should help the school. Neither can exist without the other. Both are engaged in the same work. A State which cares for its schools and provides for the training of its teachers, will find itself more than repaid by the increased industry, virtue, and intelligence of its people. A school which trains its pupils in principles of self-government and morality, will reap its reward in the better legislation of the new generation. Thus united, the State and the school will nourish an educated civilization till it flourish in prosperous luxuriance all over our fair land.

The work done by the common school must be measured by three things: First, the effect upon character. If the student lacks the principles of morality and self-government, as shown in his life, his education is a failure, no matter how many "ologies" have heated his brains. Secondly, his increased power of thought. If he be a mere parrot, able to repeat the ideas of others, but with only a glimmer of their meaning, his training has failed of its second great aim,—the power of original and concentrated thought. Thirdly, his scholarship, as measured by the ordinary methods. If a student leaves the common school at the age of fifteen, he should be able to read his mother-tongue with pleasure to himself and others; he should have mastered the forms of ordinary business and friendly correspondence; he should be well acquainted with his own world and its inhabitants; and he should be able to easily perform any ordinary business calculation involving simple

interest. If he has failed in these things, it may not be his fault, but it is certainly his grievous misfortune. But if he has acquired these three points, he is on the high-road to become that noblest of God's creation,—an intelligent, conscientious American citizen.

[For the North Carolina Teacher.]

GRAMMAR AND HISTORY.

BY ALEXANDER McIVER, CARBONTON, N. C.

I think most of your readers will thank Prof. Henry E. Shepherd for his paper published in the August number of *THE TEACHER*.

There are no two subjects of greater importance than that which teaches us to speak and write the English language correctly and that which brings us face to face with the laws and customs, the virtues and vices, the joys and sorrows, the habits and practices, the opinions and prejudices of our own people. English grammar and history are neglected in all of our schools, from the primary to the University; and this accounts for the impressions which Prof. Shepherd received while attending our Summer Normal Schools. Instead of a thorough knowledge of our language in its history and growth, in its struggles and triumphs, he found the mere "conceit of knowledge," or, as he expresses it, the "conceit of knowledge without the reality."

It is not pretended that there are not books enough on the subject. To "making many books there is no end." There is no want of books on grammar in the hands of pupils. But how few teachers really know how to teach our language; and how barren of results are their attempts in that direction. I trust Prof. Shepherd will continue his papers on grammar and history.

Without attempting now to tell how to teach the English language, I may say that many years ago I asked an editor how he learned to speak and write the English language so well. His

answer was: My education in school was exceedingly limited. I never studied grammar either in or out of school. As a printer and editor, I studied my own compositions, and brought them as well as I could to the standard of good writers. I was always fond of reading English authors. I read Addison and Steele and Burke, Macaulay and Hume, Shakespeare and Milton. For many years I read most of our own Congressional debates. I made it a rule to devote an hour or two every day to reading some good author.

Those who are acquainted with this editor's writings will concede that the ease and elegance of his style is scarcely inferior to that of Justin McCarthy or President Elliot; and yet it was not inspired by the language and literature of Homer and Demosthenese or that of Virgil and Sallust; but rather by that of Shakespeare and Milton, of Calhoun and Benton, Webster and Clay. As a general rule, our editors are our best writers, for the simple reason that they write and have something to write.

NEWS FROM THE COUNTIES.

RANDOLPH.—Mr. J. R. Frazier, County Superintendent, says: We have in this county one college (Trinity), with Mr. M. L. Wood as president, three high schools—Bush Hill, with C. P. Frazier as principal; New Salem, B. York, principal; Providence, J. A. White, principal, all well attended. A condensed statistical report concerning our public schools for the past year shows—number of white teachers, first grade, 39; second grade, 69; third grade, 4. Number of colored teachers, second grade, 9; third grade, 10; total, 131. Number of public schools for whites, 92; colored, 23; total, 115. Number of pupils enrolled, whites, 5,163; average attendance, 2,585. Colored, 873; average attendance, 500. Average length of schools, white, $12\frac{3}{4}$ weeks; colored, 13 weeks. Average salary, white teachers, per month, \$25; colored, \$19.50. Number of children in county between the ages of six and twenty-

one years, whites, 6,574; colored, 1,255. Number school districts, whites, 105; colored, 26. Number public school-houses, whites, 53; colored, 7. Value public school property for whites, \$6,995; colored, \$530, committeemen not all reported."

The above report is not what I could wish, but I am confident my next will be an improvement, for the majority of our teachers are becoming thoroughly imbued with a love of their work, and are growing thoroughly in earnest, as the test in examination proves.

The teachers, as well as myself, were decidedly in favor of an Institute this summer (as but few felt themselves able to attend the State Normals), and I regret to add our disappointment through failure of an appropriation, but hope for better facilities another year.

I read several educational journals, and while I think they are all good, I unhesitatingly pronounce *THE TEACHER* the best. I am sure it has, and will, do much to stimulate and encourage, and be a means of instruction to its many readers, and I would be pleased to know that all teachers, not only in Randolph, but throughout the entire State, were availing themselves of its advantages.

MADISON.—Mr. John Ammons, County Superintendent, says: Our work has been progressing slowly. Three Institutes for Teachers, one week each, were held this year, in which thirty teachers received instruction such as to fit them to do better work in the future. I say received instruction, because our teachers had been plodding on in the old, *old* way, until within the last two years.

Methods of work were something new, and with most, out of place. The teacher thought his work well done, when teaching students, book in hand, eight hours in the day, and learning from the book what the book said and just as it was in the book.

Educating was his idea, but not his work; educating was not inducing thought, but cramming, or stuffing with whatever was furnished to his hand in the books brought into the school by the pupils.

We have changed this to an encouraging degree.

Our teachers have been brought to see that school teaching means more than assigning lessons and hearing recitations.

These discoveries have promoted inquiry and the result is an advance in the work that is very encouraging.

But there is danger just at this point of our progress. We must discover methods of work rather than adopt them. It is a little amusing to see with what facility we adopt other people's notions. New England *ideas* take in Southern mental soil about as readily as Lespedeza does in our old fields, and with no better results.

Why should we depend on others to do our thinking? We will never be scholars until we think for ourselves; and this independent thinking must begin with our common school teachers.

Education is the power of mind on mind inducing thought, and he is the best teacher that best succeeds in getting his pupils to work out results for themselves. We need less York's Grammars, and more living teachers so full of the matter that they would teach without a book.

MOORE.—Mr. W. J. Stuart, County Superintendent, writes: There are in this county seventy-eight school districts for the white race, and during the winter and spring schools were taught in forty-four districts, with an enrollment of 1,486 pupils and an average attendance of 977. The average length of term was ten weeks and average salary per month \$24.15.

There are thirty-seven colored districts in the county, and schools were taught in twenty-two of these during the winter and spring, with an enrollment of 708 pupils and an average attendance of 470. Average length of term was eleven weeks. Average salary per month \$20.50.

Institutes were held in this county in 1882 and 1883, but the County Board has made no appropriation for holding an Institute this year.

I am proud of "THE N. C. TEACHER," and will take pleasure in calling the attention of our teachers to it, and urging them to subscribe for it.

ALAMANCE.—A letter from Rev. W. S. Long, County Superintendent, says: I have just closed a most successful Institute. Seventy white teachers have attended. Some teachers of private schools were present, but were not enrolled. Profs. Weatherly, Woody and Moring aided me.

The opinion was expressed by a teacher who holds a leading position, and who has visited many Normal Schools and Institutes in this State, that we have the largest number of well qualified teachers of any county in the State, and deserve the banner. I know not how true this may be, but I am sure a great change has been effected. I believe that one good Institute is worth more to the cause of education in a county than ten examinations. The cause of popular education is gaining strong ground in Alamance. An Institute for the colored teachers was held August 18th, 1884.

THINGS TO TELL PUPILS.

THE FASTEST RIVER.—The Sutlej, a large river of British India, with a descent of twelve thousand feet in one hundred and eighty miles, or about fifty-seven feet per mile, is the fastest flowing river in the world.

THE GREATEST.—The greatest thing in the world is the falls of Niagara; the largest cavern, the Mammoth cave of Kentucky; the largest river, the Mississippi—four thousand miles in extent; the largest valley, that of the Mississippi—its area five million square miles; the greatest city park, that of Philadelphia, containing twenty-seven hundred acres; the greatest grain port, Chicago; the largest lake, Lake Superior; the longest railroad, the Pacific railroad—over three thousand miles in extent; the most huge mass of solid iron is Pilot Knob of Missouri—height two hundred and fifty feet, circumference two miles; the best specimen of architecture, Girard College of Philadelphia; the largest aqueduct, the Croton of New York, length forty miles

and a half, cost twelve million five hundred thousand dollars; the longest bridge, the elevated railroad in Third avenue, New York; its extent from the Battery to the Harlem river—the whole length of the eastern side of Manhattan Island—seven miles long or nearly forty thousand yards. The longest bridge over the water, however, will be that now being constructed in Russia over the Volga at a point where the river is nearly four miles wide. The most extensive deposits of anthracite coal are in Pennsylvania.

A SIMPLE POST-OFFICE.—The simplest post-office in the world is in the Magellan Straits, and has been established there for many years. It consists of a small cask which is chained to the rocks of the extreme cape in the straits, opposite Terra del Fuego. Each passing ship sends a boat to open the cask and take out letters and place others in it. The post-office is self-acting therefore. It is under the protection of all nations, and up to the present time there is not a single case to report in which any abuse of the privileges offered has taken place.

WHAT WE HEAR FROM OUR SCHOOLS.

CLINTON COLLEGE has opened with one hundred pupils.

THE WINSTON GRADED SCHOOL includes a Normal Course.

A GOOD school building has been erected at Hookerton, Greene county.

KING'S MOUNTAIN SCHOOL, Capt. Bell, has opened with over one hundred pupils.

THE LIBRARY of the Durham Graded School will be greatly improved and enlarged this year.

STATESVILLE FEMALE COLLEGE has opened with brighter prospects than ever before.

VINE HILL ACADEMY, Prof. Hilliard, at Scotland Neck, opened with fifty-one pupils.

WAKE FOREST COLLEGE has one hundred and two students, and everything is pointing to a prosperous session.

MT. VERNON SPRINGS ACADEMY opens in an imposing structure, spacious and convenient, with sixty-five pupils.

CLAREMONT COLLEGE, at Hickory, is under the direction of Miss Mary E. Geitner and Mrs. Alice G. Thurston.

THE RALEIGH WHITE GRADED SCHOOL opened September 8th, with an attendance of five hundred and seventeen.

MR. JOSEPH BRADFIELD, Superintendent of Public Instruction for Stokes county, is engaged in preparing a Grammar.

WILSON COLLEGIATE INSTITUTE begins its fall session with an increase in attendance of fifty per cent. over last year.

LAGRANGE COLLEGIATE INSTITUTE has opened with fifty pupils under the skillful management of Profs. McIver and White.

OXFORD FEMALE SEMINARY, Prof. F. P. Hobgood, opened with a larger number of pupils than it has had at any previous session.

THE UNIVERSITY OF NORTH CAROLINA has opened with over two hundred students—a greater number than it has had since 1861.

THE MONROE HIGH SCHOOL has established a "Reading-Room" for its students, where the leading periodicals of the day can be found.

MINGO HIGH SCHOOL, Hawley's Store, Sampson county, is officered by Rev. William Bland, Rev. W. B. Malloy and Miss Emma Cooper.

THE BOARD OF MANAGERS announce that the fall session of the Fayetteville Graded School opened September 1st, in its large, new and attractive building on Haymount, with a full corps of teachers.

THAT WELL-KNOWN and popular institution, St. Mary's School, Raleigh, began its fall term on 10th inst. Its patronage is unusually fine and the school is nearly full to its utmost capacity.

THE TEACHERS of Iredell county have adopted a resolution that no certificate should be issued to a man who habitually gets drunk. So say we all.

TARBORO FEMALE ACADEMY, Mr. D. G. Gillespie, Principal, opened its fall term, September 1st, with a full faculty of competent and faithful teachers.

MISS ANNIE E. JOHNS, of Leaksville, has gracefully described the mountain meeting of the teachers, in an admirably written poem entitled "Our Chautauqua."

THE COLORED TEACHERS of Craven county organized a Teachers' Association on August 13th. The officers are: President, Rev. Alex. Bass; and Secretary, John G. Sutton.

ONE OF THE best publications for youth is *The Fountain*, published by W. H. Shelley, York, Pa. Send for a sample copy and put it in the hands of your boys and girls.

WINSTON GRADED SCHOOL, Prof. J. L. Tomlinson, has opened with three hundred and sixty-five pupils, and it is thought five hundred will be enrolled by the end of the year.

GREENSBORO FEMALE COLLEGE opened with one hundred and twenty boarders, and the *Patriot* says this promises to be the most successful year in the history of the institution.

PEACE INSTITUTE opened on September 1st, with an attendance of nearly two hundred pupils. The elegant new chapel seats one hundred and fifty pupils with the "New Fashion" single desk. This is one of the best schools in the South.

SALEM FEMALE ACADEMY opened its eighty-first annual session on the 4th, with a larger attendance than for several years past. Over sixty boarders, and the total enrollment was about one hundred and twenty-five.

PANTEGO MALE AND FEMALE ACADEMY, Beaufort county, has opened with bright prospects. Mr. C. N. A. Yonce is Principal, assisted by Miss Martha Whitley, Miss Mary A. Wilkerson and Miss Jennie Simmons—the last named being teacher of music.

VANCE COUNTY is advancing in educational matters. Twenty public school-houses have been built since June, 1881, and some of the public schools have had the benefit of Latin, French and vocal and instrumental music.

DURHAM FEMALE SEMINARY has opened with a large number of students, in fact the increase over last session has been so great that the trustees find it necessary to increase the capacity of the building and provide another teacher. Arrangements are being made to enlarge the building of this excellent school.

MR. W. A. G. BROWN, County Superintendent of Henderson county, reports that there has been obvious progress making in the schools and in education during the last few years. Teachers are becoming energized and rendered capable of more effective work as they avail themselves of the means afforded for acquiring a knowledge of superior methods.

THE SOUTHERN NORMAL at Lexington, under the skillful management of Messrs. S. H. Thompson and L. E. Duncan, and a full corps of Normal teachers, has now enrolled one hundred and two students. This is a professional school for teachers, and adapted to all who desire a thorough and practical education in the shortest possible time and at the lowest possible expense.

THE LENOIR INSTITUTE, conducted by the wide-awake County Superintendent, Capt. W. S. Byrd, in August, was a very successful and satisfactory one. A large number of teachers was in attendance. Assistance was rendered by Dr. R. H. Lewis, of Kinston College, Miss Chadwick, of New Bern Graded School, Mrs. L. C. Davis, of Moss Hill Academy, and Mrs. Owen Parrott, of Kinston.

PROF. D. MATT. THOMPSON, the efficient and progressive Superintendent of Instruction for Lincoln county, held a most interesting Institute, beginning August 18th and lasting two weeks. He was ably assisted by Profs. Mitchell, of Charlotte, and S. J. Whitener, Ira Erwin, Jr., C. C. Cornwell, Jenk, L. E. Quinn, Hoffman, Dr. Crouse and others. Teachers were in attendance from Lincoln, Gaston, Cleveland and Catawba counties.

NORTH CAROLINA TEACHERS' ASSEMBLY.

PROCEEDINGS.

HAYWOOD WHITE SULPHUR SPRINGS (NEAR WAYNESVILLE),
Wednesday, June 19, 1884.

SECOND DAY—MORNING SESSION.

The crowd of teachers has considerably increased since yesterday, many coming in from the surrounding country, and it was therefore decided better for the meeting to be held on the beautiful and shady lawn just in front of the hotel. Seats and tables were quickly arranged, and at 10 o'clock the meeting was called to order by President Fray, prayer being offered by Rev. W. B. Harrell, of Stanly county.

The committee on organization reported as follows:

VICE-PRESIDENTS.

1st. H. W. Reinhart, of Thomasville; 2d. J. W. Starnes, of Asheville; 3d. Alexander McIver, of Carbondon; 4th. H. H. Williams, of LaGrange; 5th. H. L. Smith, of Selma; 6th. J. M. Weatherly, of Salisbury.

EXECUTIVE COMMITTEE.

James Atkins, Jr., of Asheville; Robert Bingham, of Bingham School; Dr. R. H. Lewis, of Kinston; J. L. Tomlinson, of Winston; E. P. Moses, of Goldsboro; I. L. Wright, of Thomasville; Miss Fannie Everitt, of Statesville; Miss Maria Nash, of Hillsboro; Miss Mary R. Goodloe, of Asheville; Miss Emma Scales, of Greensboro; Miss Nettie Marshall, of Raleigh; Mrs. Gen. William Pender, of Tarboro.

Upon motion, the report was unanimously adopted.

The first topic for discussion being announced, "How to Awaken Interest of the Pupils in the work of the School," it was introduced by Prof. H. L. Smith, of Selma, in a most admirable lecture, of which the following is an outline:

I. A FACT IN EXPERIENCE.

Two teachers may be fed from childhood on the same intellectual food, exposed to the same influences and trained by the same teachers, under the same course of intellectual discipline. They may be graduated with equal rank in the same college, and teach schools in adjoining neighborhoods, similar in character, occupation and interests. Yet the school of one may be active, energetic, self-moving, interested and progressive. The pupils in the other are sent to school against their will, study under compulsion, and may aptly be compared to a heavy piece of timber moved up hill, dragged by chains and pulley-ropes, pushed by levers and crow-bars, yet resisting every movement by virtue of its own inertia, and dragged downward all the while by the power of gravity.

Such is the fact which every intelligent observer of teachers and schools has noticed. It is the part of wisdom to investigate its causes, and apply the remedy.

II. A MISTAKE IN THEORY.

All men work according to the theories or principles which they at heart believe in, though not always according to those which they profess. Wrong theories produce wrong practices, therefore first correct the theory.

There are three wrong theories which, carried into practice, produce lifeless schools:

1. *The Block-of-Marble Theory.*—A pupil with his mind untrained and undeveloped, is like the rough block of marble just from the quarry. The true teacher is a sculptor; he sees beneath the rude exterior the beautiful outlines of the perfect statue, and slowly, chip by chip, hews away the useless matter till his ideal is embodied in the marble, and visible to the eye. The theory is as false as it is beautiful and poetical.

2. *The Pouring-in Theory.*—The teacher from his stores and accumulated wisdom pours with liberal hand into the waiting mind of the pupil. Not quite so poetic as the former, but equally false.

3. *The Balking-mule Theory.*—The least poetical and most commonly practiced of the three false theories. The pupil is driven or coaxed like a stubborn mule. A tempting wisp of oats is held out in front in the shape of promotions, rewards, prizes and public announcements of proficiency. The lash is vigorously applied from the rear in the shape of threats, public reprimand or disgrace, and a whole dark catalogue of punishments.

A fatal mistake underlies these theories and the methods to which they give rise. The pupil's mind is *not* like senseless marble or water, yielding only to extreme forces; not like a railroad coach, which, though built by Pullman and called a palace car, is yet inert, passive, dead; fit only to be dragged or pushed. It is like the engine when the steam is throbbing against the piston-rod, instinct with real life and power, waiting but the touch of the engineer to imprison its seething energies, and enable it to do its share of the world's work.

III. THE QUESTION.

How shall a pupil's mind that is being dragged or pushed, be so awakened and energized as to move forward, impelled from a motive power within?

IV. THE ANSWER.

1. By encouraging parents to visit the school-room. Least necessary; but by no means unimportant.

2. By making the scholars and its exercises pleasant and attractive. By kind deportment towards pupils, by ornamenting and making comfortable the school-room and grounds, by providing facilities for pleasant and profitable out-door exercises, music, calisthenics, etc. More important than the first, but still not absolutely necessary.

3. By the power of intellectual leadership and predominance in awakening ambition and stimulating the mind. A necessary and powerful means of accomplishing the end aimed at.

4. By the power of *personal* friendship. Love of the teacher will awaken love for the work of the school-room. Hate and fear are fatal foes to interest in study. This is a mightier agent in awakening love of study than any yet named.

5. By the contagious power of enthusiasm and interest. All affections of the mind are violently contagious. A cold, uninterested, inert mind will never awaken others to intellectual activity. A soul that is energetic, glowing, red-hot, will impart its life and heat to all who are brought within its influence. It is by far the most powerful and indispensable agent in arousing the latent energies of a pupil's mind. A teacher who is devoid of it should relinquish his vocation and seek some field of employment where he can do less harm.

The second subject for consideration, "How to gain and hold the attention of pupils," being announced, Prof. J. M. Weatherly, of Salisbury, said:

In the first place the teacher should be morally, mentally and physically well qualified for *his own work*. He should be a model man if he would be a true teacher. Children unconsciously imbibe the moral and mental atmosphere which the teacher carries about him. And to gain and hold the attention of his pupils, he must have their entire confidence in his ability to handle his subject. For his abilities or inabilities to his pupils will shine through any mask he may attempt to wear. Children are natural mind-readers, and, while the teacher may think he is deceiving them, their conduct on recitation and in the school-room will bear out the assertion that what attention or inattention they may exhibit is in a great measure but a reflection of the real character of him who acts as their teacher. The teacher must be frank and unsuspicious. While a certain degree of supervision must be exercised over children and youth, it should be remembered that the teacher must appeal to a certain sense of honor, which all possess in some degree, if he would gain entire control of all their actions. He should not make a show of watching his pupils, but be ever on his guard. He should be kind and polite. There are many occasions where the teacher may show a kind disposition and gain a power over his pupils which force would never gain. He should be conscientious and agreeable. These qualities control in reality all others. He should leave nothing undone which his conscience tells him to do and which is in his power to do for the advancement of those under his care. He cannot *instruct* unless he is agreeable to his pupils. The teacher who is careless and slovenly in appearance cannot have much influence with his pupils, and he who cannot place

work on the blackboard or elsewhere neatly and accurately, cannot expect his pupils to do so.

To arouse an interest in study and to stimulate the pupils to greater efforts are two of the main objects of a recitation, and it is not easy to tell how this should be done. It is by judicious use of questions, by the proper selection of topics for study, by assigning lessons of proper length, by the teacher's explaining power, by proper words of encouragement and commendation, by the teacher's general manner and bearing toward his pupils, that he will succeed best in gaining and holding the attention of his pupils. And that teacher is most successful who is most familiar with his subject and with the best methods of illustration.

Both of the above questions were then announced as being before the Assembly for general discussion, and several speeches were made, which were full of interest and practical views.

Prof. I. L. Wright said:

Avoid routine. Have something new both in manner and matter. Let it be presented in the most attractive style. If subject be stale or difficult, the resources of the teacher will have ample scope for exercise. Never allow questions and answers to drag—let them be quick, decisive, and full. If certain members of the class are habitually negligent, make them carry the burden of the recitations. Make them give all the “*whys*,” or pass quickly and frequently to them from any part of the class. Blackboard drafts often draw when nothing else seemingly will.

Prof. Alex. McIver asserted that much of the lack of attention on the part of pupils was due to the absence of all enthusiasm on the part of teacher. The “New Education” was doing a great deal towards improvement in this direction, but this system must not be too closely followed. There was much in the “Old Education” that was good and much in the “New” that was bad.

Prof. C. P. Frazier, of Bush Hill, admonished the teacher on the first day of school, and all through the term, to *look* alive and *be* alive and the pupils will not nor can be listless and inattentive. Always know just what you are going to say to a class, and say it with spirit, and expect answers in the same way and you will have them. Don't do all the talking, but make the pupils do most of the talking, and they will be interested in every recitation.

Mr. R. S. Arrowood, of Concord, said: “Study your work carefully, know the subject-matter of each recitation before you go to the class, so that your pupils may drink each day from a living, running fountain, and not from a stagnant pool, and you

will never fail to secure the attention of even the most listless one of your pupils."

Prof. E. C. Branson, of Wilson, continued the subject by saying:

Attention may be defined as an intellectual brooding over, a stretching to the limits of, any particular object of thought. If the object of thought be not in itself attractive, the mind regards it attentively only under protest. Make school work interesting and mental action pleasurable. Excite mental action with methods that regard well the laws of mind development. Here thoughtful previous preparation for every recitation must be made by the teacher. That preparation is best which has the teacher do the least talking and the pupil the most—which puts the mind powers of the pupil to work upon the facts of a subject. That recitation is a failure which is only a trial of scholarship. School work must have to do with the getting of knowledge, as necessary to mental *growth*; and in an exercise of the mind faculties, as essential to mental *strength*. Pupils like to *do*: he must excite interest and rivet attention by having other mental faculties do. Education is not so much fact getting as mind development by an exercise of mind power.

Rev. W. B. Harrell, of Stanly county, gave an interesting illustration of the manner in which he plied questions to his classes during recitation. This plan gains attention at once and by constant and careful searching for the same facts in a lesson from various directions, the attention is soon gained and the mind is led to grasp and retain almost every point that is to be remembered.

Mr. J. W. Gilliam, of Morton's Store, said the teacher must not leave the lesson as soon as the class is done with the recitation, but it is to be often talked about and the instruction must be carried through the entire week.

Maj. W. W. Stringfield, of Waynesville, continued this important discussion by giving to the Assembly a very good programme of exercises which he was accustomed to use in school, and said that this method tended largely to make the exercises all interesting and attractive. The pupils all enjoyed the daily work and thus their attention was gained and held.

Rev. N. B. Cobb, of Hickory, more fully considered the question as follows:

While Dr. Harrell was speaking, my mind reverted to my own experience in school-rooms. On reviewing hastily my acquaintance with the teachers of the State for the last thirty years, I can now recall but two who had the happy faculty

of gaining and keeping the *undivided* attention of *every* individual in their classes, and neither of these was a man to awaken strong personal attachments.

One was the late Chief-Justice Pearson, of this State, and the other, Prof. J. Madison Watson, of New York. The former was my instructor in Law, and the latter taught a class in Elocution in the North Carolina University Normal School a few years ago. I see before me several of his pupils who will confirm what I am about to say.

I have seen Prof. Watson enter his class-room for the first time at Chapel Hill to give a lesson on Elocution. There sat before him as pupils 150 young men and women whose names he did not know, whose character he was unacquainted with, and whose faces he had never seen except in the College Chapel a few minutes before. Of course there was no opportunity to bring to bear upon them the power of personal friendship or of social sympathy to enlist their attention. They represented every shade of social refinement and intellectual culture, and the room was filled with the buzzing of voices engaged in private conversation which was changed by some into comments upon the Northern teacher as he entered the room. Yet, in less than five minutes, I have seen him transform that disorderly assembly into a meek and quiet class of pupils, every individual of which was as completely under his control as if he or she were the only person in his presence and undergoing an examination as competitor for a prize. You ask how he did it? Well, his method was very simple:

First he requested the class to number, beginning with the first on his right hand as "No. 1" and ending with the last or farthest from him on the left, requesting the ladies who spoke in low tones to give their numbers louder, so that all the class could hear.

"Now," said he, "as I do not know your names and my short stay among you will preclude the possibility of my learning them, I will address you by your numbers and request you to invariably occupy in future recitations the same seats which you now fill. When I call for No. 5, the lady who represents No. 5 will please stand up, repeat her number, and then answer such questions as I may ask; when I call for No. 6, the gentleman who represents No. 6 will do the same." (Numbers 5 and 6 were engaged in a private chat, but ceased at once and gave him their undivided attention). "And when I say 'I thank you,' you can take your seat." He then called for "No. 19." No. 19 arose, blushing; for she had just whispered something to No. 20. "Will you state, please, what I have just said?" No. 19 blushed again and sat down. "Please stand up again." "I thank you." In this way he proceeded to question the different numbers until the correct answer was elicited. There was no more whispering after that. The general had conquered by strategy, not by personal courage, and thenceforth the Professor was master of the situation.

Judge Pearson as a man was not popular with his students, but as a teacher of common law, none stood so high in their estimation as he. In fact he was justly regarded as the best teacher of common law in the whole country. It was not through his personal popularity nor his character as an individual that he impressed himself upon them, but through his unbounded confidence in his *ability* to expound the law, and the certainty of their obtaining their license to practice law if they went before the Supreme Court with his recommendation. As a wise general, he knew how to plan so as to bring all his men into action and make the most of

every individual soldier upon the field. Every student in the school was a lecturer and every new-comer aspired to be a teacher of law to those who came after him.

Law was the one theme of conversation among the students whether at the dinner table, on their morning walks or around their log-cabin fires. Said one of them who advised me to prosecute my studies there, "you can't help learning law there if you stay; for we eat law, we drink law, we dream law. A man is rated there, intellectually, solely by his knowledge of *law*." And I found his assertion literally true. The dullest pupils soon caught the infection, and so intensely did they apply themselves to their studies, that sometimes in their sleep you could hear them muttering pages of Blackstone or Coke.

With these two examples before me, I must think that a teacher's power to create and foster interest in any study is more a matter of good generalship and thorough acquaintance with the subject than personal magnetism and friendliness with the pupil.

Adjourned till to-morrow morning at 10 o'clock.

MEMBERS OF THE ASSEMBLY.

(CONTINUED.)

Dr. W. A. Lodge, Raleigh.	Dr. W. L. Moore, Tallahassee, Fla.
Rev. William Gay, Wilson.	W. J. Peele, Raleigh.
W. B. Kendrick, Gordonsville, Va.	Dr. Geo. R. Thomas, Detroit, Mich.
G. L. Greeson, Tyro.	N. D. Johnson, Apex.
G. W. Jones, Clayton.	W. B. Bagwell, Cary.
John W. Fleetwood, Woodland.	D. L. Ellis, New Bern.
Rev. S. R. Trawick, Reedy Creek, S. C.	W. G. Simmons, Wake Forest.
W. L. Poteat, Wake Forest.	Thos. J. Simmons, Durham.
W. J. Young, Leachburg.	F. B. Arendell, Raleigh.
T. W. Noland, Waynesville.	F. A. Olds, Raleigh.
S. A. Ashe, Raleigh.	P. M. Hale, Raleigh.
A. B. Andrews, Raleigh.	Rev. R. B. Sutton, Raleigh.
D. Matt. Thompson, Lincolnton.	
Miss Lavinia Kreth, Raleigh.	Miss Hattie Kreth, Raleigh.
" Bettie Upchurch, Raleigh.	" Annie B. Timberlake, Raleigh.
" Jennie Simpson, Raleigh.	" Allie Albertson, Elizabeth City.
" Ida R. Query, Query's.	Mrs. V. L. Pendleton, Warrenton.
" Mamie B. Morrow, Statesville.	" Fannie Morrow, Statesville.
" Hattie J. Weaver, Weaverville.	" J. M. Barbee, Raleigh.
Miss E. Gertrude Watlington, Liberty Store.	

EDITORIAL.

BE ONE OF THE BEST.

THERE EXISTS in this State a great and increasing demand for trained teachers. School officers are learning to appreciate merit and they are consequently making the salaries of their teachers in somewhat better proportion to their competency. If you intend to be a teacher by profession, don't you think it will pay you to strive to be only a good one?

The "trained teachers" are not those only who have graduated from some college, or who have taught in some graded school. While this kind of training is not objectionable at all, but rather desirable, yet it is well known that some of our best teachers have never graduated from any college, and many of the most successful ones have never seen a graded school. There are numbers of ways of improvement which are accessible to every ambitious teacher, and proper work towards improvement, carefully and persistently pursued, can qualify an earnest teacher to preside successfully over any school in the Union. Study methods of teaching and then originate your own; study the character of your pupils and then adapt your teaching to the peculiar traits of each disposition. Don't try every new method, neither continue in the old ruts simply because you were taught that way. Don't make a machine of yourself, but put active life into every action, thought and expression. Don't give way to discouragement because a pupil appears stupid and incapable of being taught, but try plan after plan, and you will eventually succeed if the boy has any mind at all. Your work as an instructor of our boys and girls is an exceedingly noble one, and as a teacher you can and ought to be one of the best.

WE HEARTILY thank the County Superintendents for their many kind words spoken in behalf of THE TEACHER at their Institutes during the summer.

READ THE "Chautauqua" addresses in this issue, and you will be entertained and instructed.

OUR CONTEMPORARY, *The North Carolina Educational Journal*, is improved in its new form, and we congratulate friend Heitman.

WHEN YOU come to the Exposition, you are cordially invited to visit the office of THE TEACHER at Alfred Williams & Co.'s Bookstore, and make yourself at home.

OUR SINCEREST sympathies are extended to Mr. E. T. Albritton, County Superintendent for Greene, in the death of his estimable wife, which occurred on 29th ult.

WE ACKNOWLEDGE the receipt of catalogue and circular from nearly all the leading schools of the State, for which we return thanks. We shall be pleased to have the circular of every school in North Carolina.

WE ARE indebted to the kindness of Messrs. Fillmore Bros., of Cincinnati, in allowing us to use the poem, "Ring of the Old School Bell," which appeared in August issue. The poem is copyrighted, and is set to appropriate music in "The Children's Glee Book."

THERE OUGHT to be a Teachers' Association in every county of the State, and it will be well for each Association to have a "Committee upon School Law." These committees throughout the State should confer with one another and officially suggest to the newly elected members of the Legislature from their counties, such changes in the public school law as may be desirable.

THE "TEACHERS' ASSEMBLY" is gaining members every day, and the next session will have nearly all the leading teachers of the State in attendance. A recent letter from Colonel Francis W. Parker says that he can be with us about June 21st. The committee on arrangements will hold a meeting in a few days and select the meeting place for next session. Some new and interesting propositions have been made to the Assembly in regard to permanent location, which will perhaps be formally considered when regularly presented at next session.

THE CHARACTER of the recently nominated legislative candidates throughout the State is evidence that the people want some good legislation upon the subject of schools. Most of the candidates are well known friends to education and some of them have been teachers. These facts promise well for the new school bill.

THE PROBLEM in the July TEACHER was correctly solved by Leon B. Humphrey, of Goldsboro, twelve years of age, and the box of stationery has been forwarded. We congratulate our young friend upon his success, and hope he will tell us what became of the "Missing Cent" in the "apple problem." A correct solution was also sent by R. T. Harrison, of Berea, Granville county. These are the only correct answers yet received.

THE "*Chronicle Reading Circle*" continues to extend its influence and usefulness. Nearly all the members have purchased the book for September, and are hard at work in carefully studying the subject of "Politics." The book for October and November is "McCarthy's History of our own Times, Vol. I," price in paper binding, 20 cents; nicely bound in cloth, \$1.25. Either editions may be obtained from Messrs. Alfred Williams & Co.

PERSONAL MENTION.

MISS M. E. WALSH is teaching at Monroe.

MISS AGNES DYSART is teaching at Marion.

MISS E. S. MOORE is teaching at Greenville.

PROF. J. D. ROWE continues his school at Hickory.

MR. R. B. COX is Principal of Beaufort High School.

MISS BETTIE CLARKE continues her school at Halifax.

MRS. GRIFFIN has opened a primary school at Marion.

MRS. D. B. GARDEN has a select school at Henderson.

MR. D. C. ANDERSON has opened a school at Monroe.

MISS HATTIE GREENLEE continues her school at Marion.

MISS M. E. ELLISON continues her school at Fayetteville.

MISS MAG. PALMER is teaching a music school at Durham.

MISS ANNIE J. SPEED has a prosperous school near Kittrell.

MISS ANNIE RHYNE is assistant in the Hickory High School.

MR. J. J. BURNETT is Assistant Principal of Anson Institute.

MISS ADA LANSDALL, of Roxboro, is teaching near Durham.

MISS CORA PATTERSON is teaching in Franklin county.

MR. A. R. BLACK will open a school at Willard, Pender county.

MISS GEORGIA RAINE has resumed her music classes at Goldsboro.

MISS EVA PRICE is the teacher of music in the Albemarle Academy.

MISS MINNIE WILLIAMSON is teaching at Mebane, Alamance county.

MRS. NUNN continues her school for girls and small boys at Monroe.

MRS. LOUISA BADHAM will open a school at Edenton, September 29th.

MISS MINNIE R. THOMPSON will continue her music school at Edenton.

PROF. W. F. MARSHALL takes charge of the High School at Fair Bluff.

MR. C. R. OWEN is Principal of the Academy at Westfield, Stokes county.

MR. ISAAC SUTTON has resigned his position in the Wilson Graded School.

MRS. V. L. PENDLETON has charge of a flourishing school at Warrenton.

MRS. W. S. BARNES has opened a school for small boys and girls at Wilson.

MR. Z. J. WHITFIELD continues his school at Seven Springs, Wayne county.

MR. ROBERT WARD's school at Bethel, Pitt county, is in successful operation.

MISS LOU MILLER, of Goldsboro, has taken charge of a school near Charlotte.

MR. D. M. LUTHER has a successful school at Pigeon Valley, Haywood county.

MR. SOL. WEIL has been appointed a tutor in the University of North Carolina.

THE MISSES ASHE & BATTLE continue their school at Lilesville, Anson county.

MRS. W. H. SPEIGHT has opened a private school at the old parsonage, Goldsboro.

MISS BETTIE SHARPE, of Statesville, is Assistant Principal of Beaufort High School.

MR. W. S. BARNES has discontinued the primary department of his Wilson school.

MR. A. B. NEVILLE-FERNS is Principal of the Stoneville Academy, Rockingham county.

MISS L. FRANK HOUSTON has a fine school at LaPlace Academy, in Wayne county.

DR. BRANTLEY YORK has opened a Grammar School at Wesley Chapel, Union county.

MISS LUCIE MORTON will give instruction in instrumental music at Washington.

PROF. AGTHE has again taken charge of the Music Department of Salem Female Academy.

PROF. C. U. HILL has accepted the position of Principal of the Washington Academy.

PROF. J. D. MURPHY has assumed the duties of Principal of Bethel Academy, Pitt county.

MISS LELIA J. BELCHER, of Wake county, was married September 3d to Capt. W. G. Allen.

MRS. C. C. POOL will open her school for boys and girls at Elizabeth City, September 29th.

MRS. FOREMAN AND MISS SPARROW will open their school at Washington, September 29th.

MISS LIZZIE NEAL, of New Bern, has assumed the principalship of Pollocksville Academy.

MISS SELMA NORMAN, of Walhalla, S. C., is teaching at Yellow Mountain, Macon county.

PROF. W. D. VINSON, of Davidson College, was married August 27th to Miss Lillie E. Helper.

MR. H. D. LEE, of long experience in teaching, has charge of a good school at Newport.

MR. AND MRS. W. O. DUNN have opened the Castalia Academy under very flattering auspices.

PROF. Y. C. BRIGGS, of Judson College, is visiting the commercial colleges at Poughkeepsie.

MISS J. R. HEARD has taken a position in the literary department of Davenport Female College.

MISS LOU DANIEL still has charge of the Music Department of LaGrauge Collegiate Institute.

MR. H. W. SPINKS is now teaching the nineteenth term of the Albemarle Academy, Stanly county.

MR. J. W. GILLIAM has a good school at Morton's Store. The eighth term begins October 20th.

MRS. E. N. DUPUY AND MRS. L. B. JOHNSON have opened a school for boys and girls at Henderson.

THE HORNER SCHOOL, of Oxford, will visit the State Exposition during the month of October.

MRS. ILDA STONE, of Wake Forest, is in charge of the school at Parker's Cross Roads, near Greenville.

PROFS. KENNEDAY AND SIMMONS, of the Durham Graded School, have returned from their European tour.

MISS LIZZIE STANFIELD has taken charge of the music department of the Durham Female Seminary.

MISS S. R. DARDEN, of Judson College, is attending the Normals of Philadelphia during her vacation.

MRS. B. W. JUSTICE continues her school for girls and small boys at 28 North McDowell street, Raleigh.

REV. F. S. STARRETTE, late of Raleigh, has opened a school for boys at Concord. We wish him great success.

MISS FANNIE WATERS, of Wilson, has taken a position as teacher in Trinity School, Chocowinity, N. C.

MESSRS. W. L. CROCKER AND W. B. BAGWELL have a very fine school at Cary. Ninety-six pupils enrolled.

MISS LUCY MORGAN will soon open a ten months' school at "Monticello School-House," Buncombe county.

REV. WM. A. HOLLIDAY, of Belvidere, New Jersey, has been elected President of Biddle Institute, Charlotte.

MISS M. M. YATES, of Greensboro, has accepted the position of teacher of music in Central Institute, Littleton.

C. L. RIDDLE, A. B., Principal of the Hertford High School for both sexes, will open his school September 29th.

MRS. CALDWELL, formerly of Charlotte, is in charge of the music department of the Waynesville High School.

REV. C. H. BERNHEIM has accepted the professorship of Theology and German in Concordia College, Conover.

MISS MAGGIE E. WATSON is Principal of the Rocky River Academy, near Tyson's Mill, Chatham county.

MISS NANNIE SHEPHERD has taken charge of the Primary Department of Clinton Collegiate Institute, at Clinton.

MISS LUCY A. TIGHE, of Raleigh, has accepted a position as teacher in St. Francis High School, of Fair Haven, Conn.

MR. A. G. REMBERT, A. M., a graduate of Wofford College, has taken a position as Assistant in Laurinburg High School.

MISS MAMIE A. TODD, an honor graduate of Nashville Normal College, is an assistant teacher in Waynesville High School.

MISS MOLLIE L. STEELMAN has engaged as Assistant Principal of the High School at Cross Road's Church, Yadkin county.

MISS MOLLIE F. HERRING, formerly of Wilson Collegiate Institute, has accepted a place as teacher in the Wilson Graded School.

REV. DANIEL ATKINS, President of Weaverville College, began the fall session September 11th, with very encouraging prospects.

REV. W. B. HARRELL is Principal of the Big Lick Academy, Stanly county. Mrs. Harrell has charge of the music department.

MISSES PURCELL AND MCRAE have a flourishing school at Monroe. Miss McRae is a graduate of Reidsville (S. C.) Female Seminary.

MISS S. LIZZIE KERR has resigned her position as assistant in Statesville Female College, and has been summering at Blowing Rock.

MR. PETER MCINTYRE, Principal of Faison Graded School, very ably assisted Mr. B. F. Grady, Jr., in his recent Institute for Duplin.

PROFESSOR HOLMES, of the University, is collecting botanical specimens in Duplin, Onslow and Pender for the State Exposition.

MISS EMILY CAMPBELL AND MRS. JUNIUS DANIEL have resumed the exercises of the Weldon Home School for young ladies and small boys.

DR. S. MATTOON has retired as President of Biddle Institute, Charlotte, and will devote himself to the Chair of Theology in that institution.

MR. ROBERT S. ARROWOOD, Treasurer of the "Teachers' Assembly," opened school at Concord on 1st instant, under most favorable auspices.

MISS CHAMBERLAIN, a lady of much experience, has become associated with Mrs. Utley, of Fayetteville, in her Kindergarten and private school.

HON. J. C. SCARBOROUGH, our State Superintendent of Public Instruction, has been delivering educational addresses in the western part of the State.

MISS MARY T. PESCUDE has accepted a position as instructor in LaGrange Seminary, Georgia. We regret to lose so excellent a teacher from the State.

MISS MAMIE A. TODD, a graduate of the Nashville State Normal College of Tennessee, has accepted a place as teacher in the Waynesville High School.

MR. O. C. HAMILTON has been for eight years Principal of the Yadkin Mineral Springs Institute for males and females, at Palmersville, Stanly county.

PROF. S. L. SHEEP will open the Elizabeth City Academy for boys and girls October 6th. He will be assisted by Miss S. E. Martin as Lady-Principal.

PROF. H. H. WILLIAMS, of LaGrange, has left his school in charge of Messrs. B. F. White and W. D. McIver, and will finish his course at Yale College.

MISS NORA KING, of Wilson, has accepted the position of instructor of the Advanced Musical Department of Gordonsville Female College, Virginia.

MR. D. S. ALLEN, County Superintendent for Vance county, assisted by Miss Sue Giles, has established at Kittrell a good school for girls and small boys.

MISS M. E. CARTER, a graduate of Greensboro Female College (in which institution for considerable time a teacher), and late Principal of Farmville (Va.) Female College, has accepted the position of Principal of the Methodist Female Seminary, Durham.

MISS MARY LOCKE McCORKLE, of Newton, a graduate of the Boston Conservatory of Music, has assumed the position of Music Director in Anson Institute.

MISS LAURA FLOW, a teacher in the Yadkin Mineral Springs Institute of Stanly county, is dead. She was an accomplished teacher and an exemplary Christian lady.

PROF. C. H. MARTIN, a graduate of Wake Forest and also of the University of Virginia, is Principal of Yadkin Mineral Springs Academy, Palmersville, Stanly county.

PROF. J. F. HAMILTON, of Richmond county, will spend six weeks in the Baltimore schools, for the purpose of better equipping himself for the duties of the school-room.

MRS. GEORGE T. LANSDELL has taken charge of the Durham Female Seminary. She is a graduate of Peace Institute, and has had charge of the Roxboro Academy for a year or two.

MR. W. O. MCCANLESS is Principal of the Bilesville Academy for males and females, in Stanly county. Mrs. McCanless, an experienced teacher, is in charge of the female department.

MISS LINDA RUMPLE, Miss Rosa McCorkle, Miss Minnie Helper and Miss Cornelius have gone to the Boston Conservatory of Music to perfect themselves in that branch of education.

MR. W. A. BLAIR, of Haverford College and Harvard College, continues his High School for males and females at High Point. His motto is "Know Something; Be Something; Do Something."

MR. D. L. ELLIS, late of Falling Creek Academy, has accepted a position in the New Bern Graded School. Mr. Ellis is a graduate of the Tennessee Normal School, and one of our foremost teachers.

MISS ELLA J. MITCHELL, of Raleigh, a graduate of Peace Institute, where she won the Baumann Gold Medal, has accepted the position of teacher of vocal and instrumental music in Huntersville Academy.

MISS LUCY E. FOSTER, formerly a music teacher at Kittrell, Greensboro and Louisburg, died September 4th. She was a lady of rare accomplishments and great usefulness—a sweet-spirited Christian character.

MR. GEORGE W. SPARGER has resigned his position as Principal of Mount Airy High School and County Superintendent for Surry county, and takes charge as Principal of Samuel Bailey Institute at Griffin, Georgia.

PROF. J. J. FRAY, President of the "North Carolina Teachers' Assembly," returns from his summer sojourn at Red Sulphur Springs improved in health, much to the gratification of his great number of friends.

MR. WILLIAM BAXTER PHILLIPS, a native of Randolph county, but for some years a teacher in the Albemarle Academy, Stanly county, died there August 16th, of typhoid fever. He was a most accomplished instructor and a leading member of the Methodist Church.

MISS LESSIE M. SOUTHGATE, a graduate of the New York Conservatory of Music, is Musical Director and teacher of Calisthenics in the Methodist Female Seminary, Durham. She was awarded the Silver Medal for the best piano solo at the Goldboro Grand Concerts.

PROF. T. J. MITCHELL, Superintendent of the Charlotte Graded Schools, attended the State Teachers' Institute at Spartanburg, S. C. He gave a talk on the methods of keeping children interested and employed in the school-room, which was pronounced by a correspondent of the *Charleston News and Courier* as "One of the most interesting and practical talks he ever heard."

NEW BOOKS.

PLANT ANALYSIS. By W. A. Kellerman, Ph. D. Philadelphia: John E. Potter & Co.

This is a very useful work to the beginner in Botany, as it furnishes carefully arranged keys by which all the common wild flowers may be easily and readily identified. The nomenclature and arrangement conform mainly to those in Gray's Manual. The plants which are mentioned in the work are those found in Northern United States. There is need for a book of this kind specially for the plants and flowers of the South.

WORD LESSONS. By Alonzo Reed, A. M. New York: Clark & Maynard.

Teachers who have been using Prof. Reed's "Graded" and "Higher Lessons in English" will be pleased to introduce the author's new "Word Lessons." This is indeed an admirable Speller because the arrangement is new and the plan is such as will be sure to produce good results whenever the book is used. We cannot do without the spelling-book in the school, and what we want is a *good* one. Send for a copy of "Reed's Word Lessons," and you will adopt it at once.

A SHORT COURSE IN CHEMISTRY, FOR THE USE OF ACADEMIES AND HIGH SCHOOLS. By E. J. Houston, A. M., author of Houston's Physical Geography. Philadelphia: Eldredge & Bro. Price, \$1.00. To Teachers, for examination, 60 cents.

Most of our teachers are familiar with Prof. Houston's text-books, as they are quite extensively used in this State and are everywhere popular. His "First Course in Chemistry" will be found admirably adapted to elementary classes in Chemistry, as the book is prepared with great care, and the author has succeeded in simplifying the science to meet the comprehension of the pupils for whom it is intended. The work abounds in easy, simple experiments such as will serve to impress the facts upon the minds of scholars.

INDUCTIVE ARITHMETIC. A comprehensive and practical treatise, embracing the latest and most approved methods of performing numerical computations. By W. H. Sadler. Baltimore: W. H. Sadler, Publisher. Price, Part 1, 85 cents; Part 2, \$1.00; Complete, \$1.50.

This is indeed one of the most admirable works upon Arithmetic that we have ever seen. It is a thoroughly complete and practical text-book, containing every principle of arithmetic, custom of business or item of information that will be found necessary to a comprehension of the subjects treated.

The work is not condensed beyond usefulness, as is the case with some books of this class; it contains over seven hundred pages, and is exceedingly practical and progressive in every respect; for this reason it is peculiarly adapted for use in Normal Schools, Higher Schools and Academies, and the higher classes in grammar schools, which make a specialty of thorough instruction in this branch. It will be very valuable to teachers who desire a complete knowledge of arithmetic. We recommend it cordially and advise our teachers to examine the book.

TEACHERS' BUREAU.

[~~THE~~ THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded.]

POSITIONS WANTED.

29. A young lady who has had several years' experience, and can give good references, desires a situation to teach English; also, Music, and French, if desired.

30. A young lady who can teach all the English branches and Higher Mathematics.

31. A young lady who has had five years' experience as assistant in a female seminary. Primary teaching a specialty. Is well acquainted with "New Methods," and is proficient in Calisthenic drill.

32. A lady, with long experience in teaching, capable of training pupils thoroughly in all the English branches.

33. A young lady, with considerable experience, desires a situation as teacher in a private family or in a public school.

34. A gentleman who has been teaching successfully for several years, would like a situation as teacher in a graded school.

35. A young lady who has had some years' experience in teaching, desires a situation as an assistant in a school. Has attended one Normal.

THE
North Carolina Teacher.

VOL. II.

RALEIGH, OCTOBER, 1884.

No. 4.

A SCHOOL-DAY INCIDENT.

BY WILL F. McPARRAN.

“Now, John,” the district teacher says,
With frown that scarce can hide
The dimpling smiles around her mouth,
Where Cupid’s hosts abide,
“What have you done to Mary Ann,
That she is crying so?
Don’t say ’twas ‘nothing’—don’t, I say,
For, John, that can’t be so.

“For Mary Ann would never cry
At nothing, I am sure;
And if you’ve wounded justice, John,
You know the only cure
Is punishment! So, come, stand up;
Transgression must abide
The pain attendant on the scheme
That makes it justified.”

So John steps forth, with sun-burnt face,
And hair all in a tumble,
His laughing eyes a contrast to
His drooping mouth so humble.
“Now, Mary, you must tell me all—
I see that John will not,
And if he’s been unkind or rude,
I’ll whip him on the spot.”

“W—we were p—playin’ p—pris’ner’s b—base,
 An’ h—he is s—such a t—tease,
 An’ w—when I w—wasn’t l—lookin’, m—ma’am,
 H—he *k—kisses me*—if you please!”

Upon the teacher’s face the smiles
 Have triumphed o’er the frown,
 A pleasant thought runs through her mind,
 The stick comes harmless down.

But outraged law must be avenged!
 Begone, ye smiles, begone!
 Away, ye little dreams of love,
 Come on, ye frowns, come on!
 “I think I’ll have to whip you, John,
 Such conduct breaks the rule;
 No boy, except a naughty one,
 Would kiss a girl—at school.”

Again the teacher’s rod is raised,
 A Nemesis she stands—
 A premium were put on sin,
 If punished by such hands!
 As when the bee explores the rose
 We see the petals tremble,
 So trembled Mary’s rose-bud lips—
 Her heart would not dissemble.

“I wouldn’t whip him *very* hard”—
 The stick stops in its fall—
 “It wasn’t right to do it, but—
 It didn’t hurt at all!”
 “What made you cry, then, Mary Ann?”
 The school’s noise makes a pause,
 And out upon the listening air,
 From Mary comes—“Because!”

[For the North Carolina Teacher.]

JOSEPH PAYNE ON EDUCATION.

BY LOUISE HOUGHTON, AMHERST, MASS.

The subject of education, its *how* and its *why*, its methods and its aims, is one of ever growing interest. The recent conflict of opinion as to the relative merits of a classical and a scientific education has largely contributed to popularize this interest and to show to the unthinking multitude of parents and teachers that the true end of education is not information, but development. What may be the best method of accomplishing this end is by no means so well understood, and Professor Payne's "Lectures on the Science and Art of Education," recently issued in England, are therefore timely.

The author is at some pains to prove that there is a Science as well as an Art of Education, an attempt which was probably more necessary ten years ago, when the lectures were delivered, than at the present moment. Yet there are teachers enough who, while willing to admit the fact of such a science, are little concerned to investigate its principles, and there are many who have still to learn that the science of education consists in discovering Nature's method of teaching, and adapting it to the requirements of each individual case. For there are two methods of teaching, the Elementary and the Scientific, and every child who comes into the teacher's hands has already, in Nature's school, been taught many things by the former of these methods. Thus he has learned to walk, to talk, to play, to observe, to investigate, to invent; and he has learned these things not with reluctance and with pain, but with delight, with interest, with a sense of pleasure so intense as often to render him oblivious of fatigue and hunger and much bodily discomfort.

For Nature, less tender than his later school-masters, is not sparing of punishment, and permits no single error to pass unrequited by pain. The lessons learned in this hard, yet delightful school, will never be forgotten: they have entered into the very

fibre of the pupil's being, and are his own without an effort of remembrance; and it is the teacher's business to investigate the methods by which Nature has thus taught the child, and to carry on his further education by an adaptation of the same methods.

The Elementary method of Nature is directly opposed to the Scientific method of the school-master, in that it deals first with the near, the actual, the concrete, leading the mind from particulars to generals, from the known to the unknown, whereas the Scientific method deals first with the abstract, with rules and formulæ and broad generalizations, proceeding from them to the concrete, to examples and particulars and things already known. The latter method, which is that of existing school systems, in Prof. Payne's view is suited only to the advanced student, whose faculties have been developed by the Elementary method, and to him only in the more advanced stages of pursuit of any branch of knowledge, only when the pupil begins to feel his need of definitions and technical terms and formulæ. This, as Dean Stanley tells us, was Arnold's method. His principle was, that the intelligence of every individual boy must, first of all be awakened. As a rule, he never gave information except as a reward for an answer, and even then he would withhold it if he thought the mind not prepared to receive it; for it is what the pupil does, not what the teacher does that is the essential part of the process, and "that portion only of the teacher's teaching will be received and assimilated for which the previous instruction has prepared the mind; all the rest will flow away and leave no impression whatever behind it." The teacher must, therefore, have studied each mind before him, and learned its individual condition and wants before he can properly undertake to guide it to the acquisition of knowledge.

It is obvious that the equipment of the primary teacher who would adopt this Elementary method, must be comprehensive and thorough. Nothing less is needed than a familiar and sound acquaintance with the principles of psychology, of physiology, of logic and of ethics, with a knowledge of all the best methods of instruction drawn from a study of the best writers, from Plato to

Herbert Spencer. Knowledge of the subject to be taught is of entirely secondary, though of real importance: it is the individual to be taught who is first to be studied; for whereas, by the Scientific method not every one who knows a subject can teach it, yet conceded that he who knows how to teach by the Elementary method may teach a thing without knowing it. The teacher is not required to know in order to communicate knowledge, but that he may guide the pupil in his independent search after knowledge. The *learning* must be done by the pupil himself, or there is no learning: the function of the teacher is that of "an external moral force always in operation to excite, maintain and direct the mental action of the pupil, to encourage and sympathize with his efforts, but never to supersede them."

Thus the teacher is never to tell the pupil anything he can learn for himself, nor should any book be given him for that purpose. "To tell the child what he can learn for himself is to neutralize his efforts, consequently to enfeeble his powers, to quench his interest in the subject to defeat, in short, all the ends of true education." Things which he cannot learn of himself are things unsuited to the actual state of his mind. If he waits to learn them until his mind is in a proper state, his knowledge will become as Dr. John Brown has said of his essence. Even the multiplication table and Latin declensions should not be taught until the child has dealt with some facts of number and of Latin, and has come thus to have some idea of the usefulness of such knowledge. Geography and spelling too, should first be taught on the same plan, and thus numbered among the actual acquisitions of the pupil. The knowledge thus obtained will be valued. A child so taught will never be tempted, let us hope, to "speak disrespectfully of the equator."

In this Elementary method *pleasure* is an important element. A pupil will take a pleasure in his own discoveries which he cannot take in those of others; and the child unspoiled by the methods of the primary school always prefers to do his own work. "I can do it myself," the proud moth of the very little child reveals

an intinct which will be cultivated, not killed, by the judicious teacher. Why is it that the child in Nature's school is never idle, while sloth and idleness are the most crying characteristics of the school-boy? Is it not because the teacher's mistaken help has sapped away that *consciousness of power* which is the chief element of delight in work?

Method, then, should be based upon Nature, but it should be an improvement on Nature. It should be organized, not desultory; sympathetic, not cruel. Therefore the only suitable teacher of the little child is the wisest, many the tenderest, the most sympathetic. The Jesuits knew this when they placed over their primary schools only those who had excelled in teaching advanced pupils. Pestalozzi proved to the world that the heart is more concerned in this system than the head, for the heart was well-nigh all with him, unlearned, peculiar, uncouth as he was, yet what miracles of teaching he wrought upon the poorest, most abandoned, most degraded of German children!

The conclusion of the whole matter is a plea for a longer preliminary training of children's minds before books are placed in their hands; and, for the continued subordination of *knowledge to training*. Mechanics and mathematics are well adapted to be means of this preparatory training because they may be made so interesting, but languages may and ought to be taught by the same method and become equally a means of training. Science, indeed, in Prof. Payne's opinion, is worth no more than language, as far as its effect upon the mental powers is concerned unless it is taught by the Elementary method and not from books. Books, indeed, are an impertinence to the beginner in Science; the only knowledge which can avail him is a knowledge from experience. The use of books comes later, when he has learned to investigate, to observe and to reason for himself.

This Elementary method is as well adapted to the stupid children as to the bright. No child who is capable of being interested in a new idea—and what child is not—some who are not too stupid to play, are too stupid to learn by a method based on play—that is the child's own method of learning in Nature's school.

However stupid, he has already learned far more difficult lessons than will be again presented to him. All that is needed is that his nature be thoroughly understood and sympathized with by the teacher.

It will be a happy day for the children when these principles are in some degree adopted, and "learning without tears" becomes the order of the school-room.

KNOWING KNUCKLES.

Have you tried this in your school? If, not try it. During your programme time for general exercises take time for this one:

With school in order, turn the palm of your left hand in line parallel with the floor and facing it; with the index finger of the right hand, touch the knuckle of the first finger on left hand; as you do this say January; touch the space between the first and second knuckle and say February; touch next knuckle and say March, and so on through to last knuckle, when you will have July; then come back to first knuckle and say August, and thus continue until you reach December. Now repeat and have the pupils follow you, performing the same movements. Repeat again and continue until nearly or quite all can name the months in order. When this is done, call the attention of the school to the fact that every time you touch a knuckle, the month mentioned contains *thirty-one* days; and that when you touch the space between the knuckles, the month mentioned contains some other number; this other number must be either *twenty-eight*, *twenty-nine* or *thirty*. Usually for February it is *twenty-eight*, but *twenty-nine* for leap year, and all other months mentioned must be *thirty*.

If your school does not get this at one exercise, then you are at fault in giving it. *Too much talk and not enough do about it, eh?*

If your institute conductor has not yet given this exercise, please request him to do so.—*Ind. School Journal*.

[For the North Carolina Teacher.]

TEACHERS' EDUCATIONAL ASSOCIATION.

BY S. G. ATKINS, SECRETARY.

The North Carolina State Teachers' Educational Association will hold its third annual meeting on November 12th, 13th and 14th, 1884, in the city of Raleigh.

Now, Teachers and Educators, you cannot be too active and prompt in doing what you can to make it the Association it was organized to be. The object of this Association is explicitly stated in the second article of our constitution; and a noble object it is, "to promote the general educational welfare of the colored people of North Carolina."

Fellow-Teachers: You are aware that this object will be reached if this Association is attended, and the educational status reviewed and improved as far as contact with one another will allow. It is an established fact, confirmed by living precedents throughout the civilized world, that such conferences are essential to the progress of any institution and the efficiency of any profession. Then let us keep pace with the progress of these times, let us make ourselves full worthy by laboring to be teachers indeed; and those "well up" on the best methods of teaching.

I am sorry, colored teachers of North Carolina, that so few have shown themselves interested in this powerful agent to our efficiency.

Our roll of members is about seventy, when it should be two hundred and seventy; but let us remember that there yet is room, and while some may have a delicacy in coming in so late as the third convention, yet come and join our marshaled band for the

destruction of the kingdom of ignorance and the establishment of the temple of wisdom upon the ruins thereof.

Now, teachers, remember the Association convenes on the 12th of November.

And in the language of one of the heroines in the cause of educational progress in our State, "That the future North Carolina, so far as depends upon us, may not be wanting in God-fearing, as well as intelligent citizens, let us continually implore Divine help in our work, while faithfully using the strength, talent and opportunities given us; and in so doing we may confidently hope to do our part toward making North Carolina, because the best endowed with intelligence and uprightness among the masses of her people, the grandest of all the States of our republic."

[For the North Carolina Teacher.]

LIFE IN OUR SCHOOLS.

BY JOHN S. SMILEY, COUNTY SUPERINTENDENT, SWAIN CO.

They are doing better every year, and we have great reason to take courage.

The people of this section are taking a greater interest in the schools.

They demand better teachers and pay better wages. The wages of our teachers have been increased about twenty per cent. this year.

This is adding life to the teachers, but they must not be satisfied with their pay and pass away the school as mere selfish time-servers; they should endeavor, as they live, to cause the schools to live also.

If the teacher is thoroughly alive to his work, is prompt in his hours under the programme, in fact, if he has a programme and uses it punctually, thus becoming the example, or model for

his pupils, they will imbibe of his spirit and he will have no trouble in bringing about regularity in attendance.

Make the pupils believe that you know what you are doing. Never attempt a thing in the school-room or out of it, that is not worthy of imitation.

The new methods of teaching add much to the interest of the class and life of the school, and we now realize the fact that even our public schools may deal with many important branches of learning. Orthography, Definition, Reading, Writing, Arithmetic, English Grammar, Geography, History, Physiology and Philosophy all may be taught in our Free Schools.

Now, the question comes up, how are we to keep the pupils properly interested in their studies?

The answer is, conduct the recitations so as to arouse a thirst for knowledge, and so that their studies will not be dry details, but truly refreshing ideas and things that will be sure to impress the memory of all.

Have fewer lessons per day and have them well understood, never accept a lesson or let it pass by until you have painted it like sunbeams upon even the dullest minds. Do not talk much, but act, act, act. For very small pupils, have writing upon the slates, and as soon as possible have arithmetic and geography. Have the classes to become their own teacher as far as possible and keep up a sharp criticism, especially when conducting recitations. Have something new every day—something learned every day—and life and love will rule out all other troubles.

RIGHTS OF TEACHERS.

Teachers have some rights which trustees and school boards should feel bound to respect. When a teacher has taught a good school, other things being equal, he has a *right* to the same place. The interest of the school as well as justice to the teacher demands this. If the teacher is at all capable he will teach a much better

school when he has become thoroughly acquainted with pupils and patrons. If a teacher is made to feel that efficient, faithful work is to stand for nothing in the way of retaining a position, a great incentive to hard work is removed. The *rule* should be to re-employ a teacher unless there is some good reason for doing otherwise, and this should hold in country and city alike. In a city employing a superintendent, if a teacher does not give satisfaction he should be honestly and frankly criticised, and given to definitely understand wherein his fault lies. This gives a teacher ample opportunity to correct faults, and if he fails to do so, he has no ground to complain if not retained. The custom with some superintendents and school boards is to allow an unsatisfactory teacher to run on to the end of the year and then *drop* him; this being the first intimation the teacher has had that his work was unsatisfactory. As a rule, a teacher or a superintendent who is not to be re-employed should be notified of the fact before the end of the term or year, that he may perfect his plans or have the opportunity of resigning.

A teacher's reputation is his capital, and a school board has no right to needlessly impair it.

The above article was suggested by the action of a school board that recently dropped a superintendent without any warning whatever; and of another board that dropped several teachers without warning to them or the superintendent, and against the wishes of the superintendent.

Committees who cannot place the highest interest of the school above all personal, social, and partisan influences are not worthy to hold the office.—*Indiana School Journal*.

THE EDUCATION BOOM.

I have never known as much interest manifested in the cause of education as now exists in this State. Large and prosperous schools are in operation in almost every town and village, excellent graded schools are the order in all our larger towns, while

academies and high schools are liberally patronized in many country neighborhoods, and our free schools have generally improved in quality and numbers within the last few years. Having traveled extensively in the State, and addressed many audiences on this subject only a few years ago, I cannot be mistaken in my opinion about the matter. I should judge that Lenoir county is ahead of any other in the State in this particular, and in this part of the State Cleveland seems to take the lead. Indeed, I am disposed to think, from all I can learn, that this county is improving in many respects more rapidly than any of its adjoining sisters.—*Rev. T. H. Pritchard, D. D., Wilmington, N. C.*

THE QUESTION BOX.

[In answering these questions in arithmetic, teachers will please give the solutions.]

1. Explain why the difference of the squares of any two numbers that differ only by unity, is equal to the sum of the two numbers.

2. At what rate would \$500 have to be loaned to amount to \$1,079.46 in ten years, the interest being compounded annually?

3. A and B purchased jointly one hundred sheep for \$200, each paying \$100. A agreed for B to pick out the best, on condition of his paying 50 cents more a head than A. How much per head did each pay; and how many did each get? To be solved arithmetically.

4. "I sat me down a pensive hour to spend." Parse "me."

5. "Your committee, whose duty it is, beg leave to make the following report." Is the above correct? If not, correct and give reason.

6. "Heaven bestows its gifts on whatever man will use them." What is the object of "on"?

7. Mrs. Hemans wrote, "Whence all but *he* had fled." Did she write a correct sentence?

8. Isn't it correct to say, "this marble is rounder than that?" If not, why not?

Berea, N. C.

W. T. LYON.

WHERE SHALL THE ASSEMBLY BE HELD?

The place for next meeting of the North Carolina Teachers' Assembly will soon be chosen by the committee appointed for this purpose, and much interest is being manifested concerning the selection. Several propositions have been made to the committee, and the selection of place of meeting will be made with the greatest care, giving due consideration to all the enjoyments and interests of the members of the Assembly.

Among the meeting-places now prominent before the committee are the following:

1st. *Haywood White Sulphur Springs*. This is near Waynesville, and is where the meeting was held this past summer. The beauties and attractions of the place and surroundings are well known to all who were in attendance upon last session.

2d. *Nag's Head*. This place is one of the most pleasant seaside resorts to be found in the Union. It is immediately upon the Atlantic Ocean, and offers all the delights of surf bathing, sailing and fishing. The long, white hard beach is well adapted to promonading purposes. The place is easy of access by steamer from New Bern, from Norfolk or from Edenton. A commodious and well arranged hotel is here which will easily accommodate the Assembly.

3d. *Blowing Rock*. There is no place in all our mountain country more beautifully situated than this popular summer home. It is over four thousand feet above sea-level, higher than any town in the State, and is surrounded by scenery of unsurpassed loveliness. A large hotel is to be built here, and it will be ready for occupancy by first of next May. This would provide ample entertainment for all our members, and also a convenient room for the exercises of the session. Blowing Rock is reached by easy staging over a good mountain road, twenty miles from Lenoir.

4th. *Black Mountain*. This is comparatively a new summer resort upon the Western North Carolina Railroad, and has already become very popular. It is about twenty-five hundred feet high, ten miles from Round Knob Hotel and sixteen miles from

Asheville. The scenery is very fine and a new and large hotel has recently been built here, which will afford ample accommodations for all. If this place, so conveniently situated, is selected the Assembly will have the pleasures of the famous and startling ride across the Blue Ridge Mountains, with the enchanting scenes along "Royal Gorge" and about "Round Knob." Col. Andrews, president of the railroad, will arrange very cheap excursions to Warm Springs, Asheville, and to Charleston, in Swain county. A special train will carry over to Asheville every Sunday morning, all who desire to attend religious services at any of the churches. The country about Black Mountain affords excellent drives and many delightful rambles may be found among the mountains and dales. The celebrated Swannanoa tunnel is within easy walking distance.

The committee on arrangements will be considerably aided in making a satisfactory selection of place for our next meeting if the members of the Assembly will kindly give an expression of opinion by letter as to their preference.

The hotel and railroad rates will be cheaper than ever, and many special privileges will be given to the Assembly which will add greatly to the comfort and enjoyment. The ticket will be extended to six weeks and two leaving trains will be provided so as to accommodate nearly every teacher in the State.

AN EXCELLENT IDEA.

The teachers of the Wilson Graded School are mindful of the fact that teachers, in common with the members of any profession, need cultivation in three directions—(1) in an ever-increasing knowledge of subjects, (2) in the line of professional knowledge, and (3) in the direction of general literature. They are, therefore, this year, taking regularly a ten months' course in North Carolina History with collateral United States History, in Empirical Psychology, and are also reading for discussion the first

series of Emerson's Essays. North Carolina History ought to be the "hobby" of every teacher in our State, just as it has been Mr. Branson's, the superintendent of this school, whose private library on the subject is probably the fullest of its kind in the State. His teachers are fortunate in having access to it.

As to Psychology—its study from books, experimentally in the school-room, and introspectively, is largely essential to any teacher's success. How can teachers, who know nothing scientifically of mind, its faculties, their modes of action and order of development, "develop and train the mental powers harmoniously and symmetrically?" Is not this idea of Prof. Branson and his teachers a capital one? Systematized work for teachers' meetings is just the thing most needed. The weekly teachers' meetings are absolutely necessary in successful graded school work, and we believe that every principal in the State has fully realized this fact, but much time is lost if the meetings are held without any clearly defined object and systematic course of improvement to be pursued.

[For the North Carolina Teacher.]

THINGS TO TELL PUPILS.

EUGENE CUNINGGIM.

1. The water power of North Carolina would turn 140,000,000 spindles, thirteen times the number now in operation in the entire United States.

2. Timothy, the widely known farm grass, grows indigenously in the Albemarl section and was first discovered there.

3. John Lawson, the first historian of North Carolina, was burned at the stake by the Tuscarora Indians, about 18 miles above New Bern, on the Neuse, 1711.

4. The first book published in North Carolina was the "Yellow Jacket," a code of the State's laws, from the press of James Davis, of New Bern, 1752.

5. North Carolina was the first State to declare, as a State, for Independence, April 12, 1776, at Halifax.

OUR TEACHERS AND THE EXPOSITION.

We have long held to the opinion that North Carolina was making more headway in educational matters than was to be seen in any other one of the Southern States, and the progress was excelled by no State in the Union. The wonderful and extensive exhibit of our natural resources and products of our manufactories has made us doubly proud of the dear old State, and we with greater emphasis than ever before say: "Ho, for Carolina, that's the land for me," feeling that we detract nothing from the glory of the other States of the Union when we claim that North Carolina is greatest of them all in the marvelous range of her material worth.

The exhibition at Raleigh, which has been witnessed by many thousands of our people, and also by a large number of visitors from other States, has been satisfactory to all, beyond the most sanguine expectations. It has been a profoundly deep and profusely illustrated lecture upon the State's actual growth and possibilities, the value of which cannot be estimated. Our educational interests have been specially benefited by this great exhibit, as it has awakened in the minds of teachers and pupils a grander conception and appreciation of their native State, and such a result is exceedingly desirable as pertaining to the coming generation of men and women. It is gratifying to know that a great number of our teachers have taken advantage of the opportunities for acquiring information which this rare exhibition has afforded, and the only regret is that every teacher in the State has not been a witness to North Carolina's greatness. We give below a list of teachers whose names were registered at the office of THE TEACHER during the progress of the Exposition:

W. E. Wooten,
Rev. R. B. Sutton,
Jas. H. Lindsay,
A. R. Morgan,
A. L. Betts,
S. M. Williams,

S. L. Sheep,
Hugh Morson,
Robert P. Pell,
Rev. John E. Kelly,
M. C. S. Noble,
L. E. Mann,

D. R. McIver,
J. R. Rust,
A. J. McAlpine,
J. A. Campbell,
John B. Burwell,
S. P. Record,

H. E. Thompson,	W. H. Hand,	L. W. Bagley,
B. W. Ray,	W. G. Simmons,	George R. McNeill,
G. D. Ellsworth,	C. B. Denson,	B. W. Hatcher,
W. B. Royall,	Rev. J. M. White,	M. M. Hargrave,
F. P. Hobgood,	Thomas J. Simmons,	W. J. Ferrell,
W. L. Poteat,	W. L. Crocker,	C. L. Smith,
C. N. Allen,	Rev. J. F. Heitman,	E. M. Goodwin,
George A. Grimsley,	N. D. Johnson,	H. M. Cates,
Rev. C. C. Newton,	I. C. Blair,	Sol. C. Weil,
N. C. English,	W. S. Clarke,	S. M. Clarke,
Robert Bingham,	C. W. Corriher,	J. F. McCuiston,
Rev. E. L. Wood,	Lee T. Blair,	R. A. L. Hyatt,
L. E. Cole,	G. L. Greeson,	Rev. A. J. Moore,
W. B. Bagwell,	L. H. Ross,	D. McIntyre,
J. A. B. L. Hurley,	Luther Eborn,	J. B. Williams,
I. L. Wright,	R. A. Mims,	D. M. Hardy,
W. H. Pegram,	John Duckett,	W. S. Bird,
Eugene C. Branson,	Rev. A. L. Phillips,	Collier Cobb,
A. Anderson,	H. L. Smith,	J. J. Fray,
D. R. Tillinghast,	Kemp P. Battle,	Joseph A. Holmes,
F. P. Venable,	Rev. A. W. Mangum,	J. L. Tomlinson,
E. W. Kenneday,	Rev. S. H. Thompson,	Charles D. McIver,
J. M. Weatherly,	W. F. Marshall,	F. S. Blair,
John E. Dugger,	Ira T. Turlington,	J. H. Mills.
E. W. Wilcox,	A. C. Davis,	E. G. Conyers,
Rev. B. Smedes,	E. W. Faucette,	W. D. McIver,
W. J. Young,	N. L. Ranes,	J. M. Sikes,
W. C. Pullen,	E. P. Moses,	Charles E. Taylor,
L. M. Warlick,	G. W. Jones,	Rev. W. C. Nowell,
D. L. Ellis,	Price Thomas,	George O. Mitchell,
A. Baumann,	Rev. H. M. Tupper,	Rev. John S. Watkins,
Dr. T. M. Jones,	S. E. Warren,	W. T. Layton,
Mrs. V. L. Pendleton,	Mrs. B. W. Hatcher,	Mrs. A. V. Purefoy,
“ J. M. Barbee,	“ A. M. Zimmerman,	“ R. H. Lewis,
“ W. F. Mercer,	“ E. W. Adams,	“ D. A. Robertson,
“ J. A. McDonald,	“ S. M. Stone,	“ D. B. Garden,
“ S. J. Whitaker,	“ B. W. Justice,	“ W. B. Harrell.
“ A. Baumann,	“ Jennie Henry,	
Miss Florence Telfair,	Miss Alice Telfair,	Miss Gertrude Carraway,
“ Myrtie Watson,	“ Nanette A. Stone,	“ G. M. Harrison,
“ Juliet N. Sutton,	“ Kate L. Sutton,	“ Loula Riddle,
“ Ella W. Fleming,	“ Bettie W. Bernard,	“ A. S. Jones,
“ B. N. Johnson,	“ Helen Betts,	“ Bettie Warren,
“ Annie Warren,	“ Daisy Denson,	“ Eliza Pool,
“ Linda Rand,	“ Dora W. Fanning,	“ Bessie F. Fanning,
“ Eva E. Cox,	“ Della L. Reams,	“ L. E. Brown,
“ M. O. Brown,	“ Carrie C. Strong,	“ Lucy Jurney,
“ Lou. A. Purcell,	“ Pattie Lawrence,	“ Pattie Litchford,
“ Fannie E. Thompson,	“ Carrie M. Jackson,	“ Julia R. Lambeth,
“ E. A. McDuffie,	“ Mary J. Page,	“ Carrie H. Ihrle,

Miss N. Hutchings,	Miss Emma Baynes,	Miss Hennie Patrick,
" Ellen McIver,	" Sallie A. Eborn,	" C. M. Finley,
" Addie Marsh,	" Nettie Marshall,	" P. C. Wyche,
" Kate McKimmon,	" Eliza H. Smedes,	" Maggie L. Nutt,
" Lillie Gay,	" Maggie A. Hearne,	" May Barnes,
" L. Blacknall,	" Eugenia Bumpass,	" Maggie McDowell,
" Jennie Faison,	" S. A. Tillinghast,	" B. F. Blacknall,
" A. H. Mallett,	" Ida Mallary,	" Annie J. Speed,
" Lula A. Speed,	" Maude Sebrelle,	" Nettie A. Farnsworth,
" Dell Matthews,	" Jennie Hill,	" Julia Hutchings,
" M. Beardsley,	" Ina M. McCall,	" Jean Gales,
" Sudie Faison,	" Martha Mills,	" M. Addie Kirkpatrick,
" Mamie W. McCaleb,	" Louise Daniel,	" Laura W. Copeland,
" Clara Perry,	" Julia S. White,	" L. S. Dorr,
" Lutie Cooke,	" M. L. Hilton,	" Lou V. Shell.

A HIGHER MATHEMATICAL PROBLEM.

On page 6 of Appleton's Higher Geography the following occurs:

"Owing to the flattening of the earth, a degree of latitude near the poles is a little longer than one near the equator. The longest degree of latitude is about $69\frac{2}{5}$ miles; the shortest, about $68\frac{7}{10}$ miles."

Who will furnish us the proof of this, with a clear explanation? We will give a year's subscription to THE NORTH CAROLINA TEACHER to the teacher who will send the best explanation of the above statement.

WHAT WE HEAR FROM OUR SCHOOLS.

KINSTON COLLEGE has one hundred and seventeen pupils.

WINSTON GRADED SCHOOL has four hundred pupils enrolled.

SALEM FEMALE ACADEMY has one hundred and sixty scholars.

ROCKY MOUNT GRADED SCHOOL has over a hundred pupils.

SMITHDEAL BUSINESS COLLEGE, at Greensboro, has seventy-two students.

HENDERSON, Vance county, proposes to build a \$20,000 female college.

NEW BERN GRADED SCHOOL has an enrollment of nearly four hundred pupils.

NORTH CAROLINA has twenty-two Graded Schools in successful operation. More to follow.

CHARLOTTE BOASTS one thousand five hundred children in attendance on her two graded schools.

OAK RIDGE has one hundred and twenty-five students, and still they come. The new building is ready for the roof.

YADKIN MINERAL SPRINGS INSTITUTE, Mr. O. C. Hamilton, Principal, has over seventy pupils, including forty boarders.

THE OXFORD FEMALE SEMINARY is enjoying an unusually successful term. The patronage is fifty per cent. larger than ever before.

DR. J. L. M. CURRY recently made a visit to the Charlotte Graded Schools and expresses much satisfaction at their admirable condition.

THE GLENWOOD SCHOOL, Johnston county, in charge of the principal, Mr. C. W. Corriher, accompanied by several of the trustees, spent two days at the Exposition.

THE COLLEGE property at Olin, Iredell county, is offered for sale. It consists of a brick building 90x100 feet, three stories high, two dwellings for teachers and eleven acres of ground.

THE COLORED NORMAL SCHOOL, at Fayetteville, is filled to its utmost capacity with students. The opening is larger than ever before in the history of the school. Prof. E. E. Smith is principal.

VINE HILL ACADEMY, at Scotland Neck, is one of the best schools in Eastern Carolina. With new and commodious build-

ings, progressive principal and excellent assistants the school is bound to succeed.

THE EDITOR of the *Mountain Voice*, of Mitchell county, says: "Passing about the county, we notice the school-rooms are better filled than usual, the teachers are better paid, and a better class of teachers employed."

AT A RECENT meeting of Lenoir County Teachers' Association the following officers were elected for the ensuing year: Dr. R. H. Lewis, President; George A. Grimsley, Vice-President; E. M. Goodwin, Secretary.

CAPT. J. R. WHITE, Superintendent of Bertie, says: "There are evident signs of progress in the schools. Teachers are becoming more efficient, better and more convenient houses are being built and greater interest is being manifested in education."

THE DAVIDSON *Dispatch* says there are more school-boys and girls in Lexington at this time than has been known in years, if there ever were as many before. The Southern Normal is one of the permanent institutions of the town, and is worth more to Lexington than almost any other enterprise in the place.

PROF. HENRY E. SHEPHERD of North Carolina, has recently been elected to the Chair of History in Martha's Vineyard Institute. This is the first appointment ever made from the South to this famous seat of learning, and we appreciate the honor conferred upon a North Carolinian so universally beloved by his people.

MR. A. D. FARMER, the progressive County Superintendent of Macon is holding monthly institutes for his teachers. He says: "In the general examination of July, 1885, there must be a weeding out of incompetent teachers. It is high time that the public money should be paid to those only who are qualified to teach what the law requires to be taught."

THE TEACHERS of Duplin county organized an Association on 11th inst. electing Mr. B. F. Grady, Jr., President, and Mr.

Peter McIntyre, Secretary. The next meeting will be held on November 15th, and essays will be delivered by Misses F. Houston and A. Burton. Mr. McIntyre will address the Association upon the subject, "How shall the teachers of Duplin county improve their condition and efficiency." We wish the Association great success.

THE FOLLOWING schools were seen in attendance upon the Exposition: Davis School, of LaGrange; Central Institute, of Littleton; Bingham's School, of Mebaneville; Wake Forest Academy; Pittsboro Scientific Academy; Greensboro Female College; Clayton Institute; Kinston College; Oakdale Institute; and from Raleigh there were, St. Mary's School, Peace Institute, St. Augustine Normal School, Shaw University, Centennial Graded School, Raleigh Male Academy and the Colored Graded Schools.

A LITTLE BOY'S TROUBLE.

I thought when I learned my letters

That all my troubles were done,

But I find myself much mistaken,

They only have just begun.

Learning to read was awful,

But not like learning to write;

I'd be sorry to have you tell it,

But my copy-book is a sight!

The ink gets over my fingers;

The pen cuts all sorts of shines,

And won't do at all as I bid it;

The letters won't stay on the lines,

But go up and down and all over,

As though they were dancing a jig—

They are there in all shapes and sizes,

Medium, little and big.

NORTH CAROLINA TEACHERS' ASSEMBLY.

PROCEEDINGS.

HAYWOOD WHITE SULPHUR SPRINGS (NEAR WAYNESVILLE),
Thursday, June 20, 1884.

THIRD DAY—MORNING SESSION.

The weather is exceedingly pleasant, the air is delightfully bracing and the earnest enthusiasm of the visitors is daily increasing.

At 10 o'clock the President called the Assembly to order upon the lawn, and the session was opened with a very appropriate prayer by Rev. T. U. Faucette, of Lenoir.

Reports of committees being first in order, the Committee on Constitution submitted a report which was unanimously adopted, and the assembly was then provided with a brief, but practical, constitution for its government.

The Secretary announced the first subject for discussion as follows: "How shall we interest parents in the school?"

Mr. R. S. Arrowood, of Concord, introduced the topic in an admirable and practical address. The following synopsis gives his line of argument:

In order to get what I shall say into as compact a form as possible, I have thought it best to bring my remarks under three heads.

I shall ask, first, Is there a lack of interest on the part of parents, and what are the causes of this lack? It is unnecessary to enter into any argument to prove that this want of interest exists. It is evident from the fact that so few of our patrons visit the school. It is evident from the fact that so many, so very many, of the parents of the children who go to us, are so ignorant of what their children are doing. O, what a feeling of faint-heartedness comes over us when some fond parent comes to us and asks whether Tommie or John is studying this, that or the other thing. We feel discouraged, we feel humiliated. Yet such things do occur.

Taking for granted then that this want of interest exists, we come now to con-

sider what are its causes. This is necessary that we may the better be able to counteract the evil. One of the causes of this evil is a want of effort on the part of teachers themselves. Some of us do not take proper pains to create and sustain an interest in our work. We are conscious of doing good work, but we do not recognize the fact that it takes an effort to make others realize it.

Another cause of this evil is the confidence parents have in the teacher. They feel that their coöperation is not necessary. The third, and in my opinion, the principal cause is the fact that this is an age of intense activity. The fathers are so engrossed in their business that they do not feel that they have time to give to the matter of schools, and the mothers are so taken up with household duties and the demands of society that they give but little thought to this matter. These we take to be the principal causes of this evil, and now we come to the second head of our subject.

The coöperation and support of parents are necessary to success. This is evident since there is not a single department of school work where the coöperation of the parent is not necessary. Take for example the matter of punctuality. How can a teacher enforce promptness upon a child whose breakfast time is half an hour too late? Or, how can a boy be present at roll-call whose parents have him running errands until long after school time. Thus it is necessary to have the help of the parents, if we would have a prompt school. The hours for meals must be made to conform to those of the school. The children must be relieved of burdens at home so that they may be able to get to school in time. Then in the matter of discipline the aid of the parent is absolutely necessary. Now, I know there are many in this day who advocate the "milk and water" theory, that if the pupils are just interested, if the school-room is made pleasant, if the teacher will just keep up a red hot enthusiasm, the discipline will take care of itself. This is probably so, if it were possible to put this theory fully into practice, and if children were entirely free from a disposition to do wrong, but children are not so disposed, and some of us can not fully realize our ideal with this method. To all such I would say that in the matter of discipline you must have the parents on your side, or all your efforts will be in vain.

We come now to the question proper; How is this co-operation to be obtained? In attempting to answer this question; I shall mention some of the methods that may be used to this end. We must become personally acquainted with the parents who send their children to our schools. We should know them and should use our knowledge so as to gain their affection and esteem.

The teacher should be a very versatile person. He should be informed upon every subject possible, so that he may be able to converse intelligently with all classes of people. When possible, visit at the homes of your children. There are many advantages in this over mere casual meetings in the street. While there talk to the parents about your school; tell them of your aims and plans with reference to their children. Strive to induce them to visit your school. Make every one of them your personal friend. When you have made them your friends and have gotten them interested in yourself, it is time to impress upon them that you and they are co-workers—that while your part may be more burdensome, theirs is no less important than yours. Show them that they have as much, and more, at stake than you have. You give your time and talents to serve their children. They give the time of their children and pay you for your trouble. Besides this, the parent entrusts the temporal and eternal welfare of his child to the keep-

ing of the teacher. Has not the parent, then, more at stake than the teacher? Impress this fact, and interest will increase.

Another means of gaining interest is to keep the parents constantly posted. Send in monthly reports, and let those reports be true. If there is anything that cannot be embodied in a report which you think the parent should know, seek the earliest opportunity to make it known. If you have something unpleasant to say, go like a man and state the case plainly, but kindly, and rest assured that you will be received in a proper spirit, and in most instances the matter can be adjusted without hard feeling. I cannot now recall a single instance where I followed the plan indicated, in which the difficulty was not adjusted amicably. Do not be afraid to give a word of praise occasionally; if the child is worthy it will do no harm for the parent to know that you think so. If he is unworthy it is not necessary to be always finding fault. There is some good point about the worst. In talking to the parent, while you may find fault, speak of the good trait also.

In order to secure success in any department of work, those upon whom success depends must be kept posted. Take, for instance, the foreign missionary work. How soon it would languish and die, did not the missionaries send back reports of their progress and necessities. So it is with schools, so it is with everything; the measure of a man's interest never rises higher than his knowledge.

The fourth and last means of which I shall speak, by which to gain the interest of parents, is to so arouse that of pupils that they shall serve as mediums of communication between teacher and parent. Now, the electric current which unites them must be enthusiasm; originating with the teacher, passing through the child as conductor, it will unerringly exert its influence on the parent. This is a vital, indispensable, and, I may add, an unfailing essential in gaining the interest of parents.

Prof. I. L. Wright followed in some brief and pointed ideas upon this question: "Show patrons that education has a *money* value. All men love money. This is emphatically a money age and a money country. The great tread of popular anxiety is in the line of money. History presents no parallel. All classes and ages have caught the infection. The material is in the ascendant. Money rather than mind is the great object of pursuit. We fight fire with fire—poison with poison. Show by private and public talks and lectures the *money value of education*—that material prosperity is but the effect of enlightened mind, *educated mind*, and much is done toward enhancing their estimate of the school, and their consequent interest in the school. Love for and interest in the children on the part of the teacher, are also essentials."

During the discussion it was suggested that "the teacher must do more visiting among the parents after school hours. Walk

home with the children, go into the house with them, talk complimentary of them to their parents and the parents will be friends of the school and to the teacher."

Prof. J. M. Weatherly, of Salisbury, took issue with the latter idea, on the ground that visiting the parents was not at all necessary. He did not visit any because he did not have time to do it, nor did he believe in it, and he could get his patrons interested in the school by getting them interested in education generally. "I do not believe in the system of regular reports to parents, as it has never done any good." If the teacher does his work well and faithfully, the parents will see the result and be interested in the school.

Mr. W. J. Ferrell, of Wakefield, said that he did not approve of visiting parents to say, "Your son John is a good and smart boy, and I have great hopes of him." This is humbuggery and must never be indulged in. Do your work faithfully and thus give full value received for every dollar of your salary.

Rev. G. C. French, of Waynesville, gave some well-timed thoughts upon this subject. North Carolina is always quick to appreciate her good teachers and to reward them for the service rendered. Love your pupils and they will love you, and then you reach the parent's heart and awaken a great interest in the school.

Prof. E. C. Branson, of Wilson, said :

The hand-shaking and general hobnobbing of teachers with parents, as recommended by some here to-day, seems to me to be but a refinement of Ichabod Crane's plan of 'boarding around.' It were infinitely better to put schools on a strictly business basis, and expect them to succeed solely because of intrinsic merit—that merit which makes a neighborhood dependent upon a school, rather than the reverse. There is no institution of learning in North Carolina to-day, of fifty years standing, that has not so continued, except and solely because of the worthfulness of its work as done within its very walls. "No man has so many friends," says Emerson, "as he who does not need them." No school has so many hearty supporters as that school which can stand alone and erect solely by reason of its own inherent worth. Let the teacher go into his school, and there do his duty faithfully and well, and if his pupils do not, by their work and learning, introduce him favorably to their parents, then he, and not the patrons, needs reconstructing. To interest patrons make the school good—first as to discipline. Here a word regarding the "milk and water" discipline, just referred to. A truce to the epithet, but the fact remains that, when you have given your pupils

plenty of proper work to do, and by correct methods had them interested in doing it, *you have disciplined your school*. Add to this on the part of the teacher self-control, courage, and a just consideration of the rights of pupils, and you have the very best school government possible. Let a teacher do correct work within legitimate limits, and his school will never want for interest from its patrons.

The second topic for consideration by the Assembly, "The Nature and Value of County Supervision of Schools," was most thoroughly handled by Mr. A. R. Johnson, County Superintendent of McDowell county. The speaker held that the public school system of any State absolutely required the special supervision of a competent man in each county, and where this supervisor had not been provided, the schools and teachers were always backward. The County Superintendent ought to have more authority in North Carolina, and more responsibility would then rest upon him; the schools would then be provided with better teachers, and good teachers would be better paid, and the school system would take several steps forward.

The President announced that on to-morrow no regular exercises would be held, but the entire day would be given to recreation and visiting the mountain peaks, and the Assembly then adjourned till Monday at 10 o'clock A. M.

FRIDAY EVENING, HALF PAST EIGHT O'CLOCK.

The young ladies of the Assembly gave an excellent and most enjoyable literary entertainment to-night in the dining-room of the hotel. The exercises consisted of readings, recitations and songs, and all were rendered with an ease and elegance which did great credit to the participants and delighted the very large audience. The following ladies took part in the recitations: Misses N. DeLuke Blair, of Monroe; Miss Tempe Williams, of Oxford; Miss Daisy Denson, of Pittsboro; Miss Addie Marsh, of Wilson, and Miss Jennie Simpson, of Raleigh. The exercises opened with the thrilling and patriotic song and chorus, "Ho! for Carolina," led by the author, Rev. W. B. Harrell, of Stanly, and the entire audience joined heartily in the singing. Several other

popular choruses were rendered by a select choir of fine male and female voices. Too much praise cannot be accorded the young ladies for the splendid manner in which their parts were performed. The musical part of the programme was conducted by Miss Annie Timberlake, of Raleigh; Mrs. A. R. Wortham, of Henderson; Miss Carrie Ihrie, of Pittsboro, and Misses Dora and Bessie Fanning, of Durham.

There is a great deal of first-class talent, of both a musical and a literary order, among the members of the Assembly, and all are ready to take part in providing entertainment for the teachers and their friends. This ability and willingness to oblige may be seen in the fact that the rich literary feast of this evening was gotten up within an hour's time, each participant in the exercises being selected and the programme perfectly arranged for work.

FOURTH DAY—SATURDAY, JUNE TWENTY-FIRST.

This entire day, according to previous announcement, was given to general recreation and mountain exploring. Several excursion parties visited the various places of interest in the vicinity; some going to the beautiful shady valley along Mica Dale, or to the "trouting grounds" of Cataloochee, others in vehicles ascending the rugged sides of Caney Bald Mountain, while a few made the climb up Rocky Knob, or rested upon the modest summit of Mount Repose. The great objective point of visitation, however, was the magnificent peak of Lickstone Mountain. This trip is made upon horseback, and the mode of travel adds greatly to the interest and excitement of the journey. Every horse in the neighborhood was pressed into service until a company of about seventy-five gracefully mounted ladies and gentlemen set out for the summit of the mountain, under the careful and entertaining pilotage of Wid Medford, the celebrated bear hunter and mountain guide of Western North Carolina.

A large party of the riders reached the summit of the mountain at the same time, and as the magnificent view of lofty moun-

tain peaks, peaceful dales, rushing cascades and romantic valleys spread before their sight on every hand, even far beyond the reach of the eye, they became deeply impressed with the indescribable grandeur of the scene, and all joined voices in singing with emphatic earnestness,

“Oh, there is no land on earth like this fair land of ours,”

and as the song pealed forth from this great height of more than a mile above the sea-level, the singers felt prouder than ever of “our fertile vales and lofty granite towers.”

FIFTH DAY—SUNDAY, JUNE TWENTY-SECOND.

At 4 o'clock this afternoon a Sunday-school mass-meeting was held on the lawn at the Springs. All the Sunday-schools of Waynesville marched out to the place of meeting in a body, bearing a handsome Sunday-school banner. The exercises were conducted by Eugene G. Harrell, of Raleigh, and consisted in opening the meeting in regular Sunday-school form, with songs and Bible reading, after which many very interesting impromptu five-minute speeches were made by active workers in the Sunday-school cause.

An excellent choir was organized for the occasion, with about twenty voices, and special credit is due Misses Dora Fanning, Sallie Grimsley, Carrie Ihrie, Jennie Simpson, and others, as leaders in the singing. Many old, familiar hymns were sung by the entire audience, and the lawn was made to resound with most delightful music. Several new hymns, duets and choruses were rendered from “Way of Life,” and the thrilling chorus, “Stand for the Right,” was sung with special enthusiasm and appropriateness. Miss Annie Timberlake, of Raleigh, presided at the organ and excited general admiration by her skilful management. Several hundred persons were present at these afternoon exercises and all voted it an enjoyable occasion.

At the close of the meeting the crowd became intensely interested in watching the approach of a heavy thunder storm over the mountain. The sight was a grand and imposing one, as the inky cloud climbed slowly over the mountain tops, then down along the valley, while the vivid lightning seemed merrily waltzing from rift to rift to the music of crashing thunder. This wonderful and impressive scene was a revelation of grandeur to all the eastern visitors, and its awful solemnity will never be forgotten.

SIXTH DAY—MONDAY, JUNE TWENTY-THIRD.

At 10 o'clock A. M. the regular work of the Assembly was resumed, with the President in the chair.

Prayer by Prof. H. W. Reinhart, of Thomasville.

"The Art of Questioning" being announced by the Secretary as the first topic for discussion, Rev. W. B. Harrell, of Stanly county, proceeded to its consideration in a very careful and thorough manner :

The subject, is indeed, one of the first importance, both to the teacher, when before his class, as well as to the class themselves ; and its proper and successful management requires much skill and tact on the part of the questioner, if he or she will have an *object* in view in asking questions.

There are *two* prominent thoughts in this connection that seem highly essential and necessary to present :

1st. To *draw out*, if possible, the *knowledge* of the pupils about the *subject* of the recitation, or the *matter* in text of the lesson.

2d. To *impart information* to the pupils, by so adroitly and skilfully and earnestly *darting* questions at them, that their minds shall be kept active and their attention enlisted all the time during the recitation.

The teacher, if a live teacher, will be desirous, not only to ascertain what the class *know* but what is *well known* by them, and *all* they do know on the subject in hand. And this can be brought out only by a series of impromptu, or off-hand questions, so to speak, without a moment's flagging or abating of interest on the part of the earnest teacher. Questions that are full of intensest delight in the wide-awake questioner must be so presented that every pupil in the class before you will see that your very heart and soul and spirit are all running over with real pleasure in the fact that you have the opportunity of standing before them as their instructor.

Suppose your boys or girls have just read, for example, the story of "*Nero and the Sailor*," as related in Holmes' Third Reader. Perhaps some of these teachers

will remember the facts as I shall endeavor to bring them out, by way of illustrating a *method of questioning*, in order to *draw out* your "Third Reader" pupils, and also at the same time to *teach* them the great truths of the lesson.

The story is this: A lion had been brought from India on board of a ship, on which, during the long passage, he had become fond of an old sailor who daily fed him through the bars of his cage. The lion was carried to London and placed in a menagerie among a number of other animals of various kinds on exhibition. Some few weeks after this, a party of British sailors visited the menagerie, and as they pressed near the lion's cage the keeper warned them not to go too near; that he was a very savage and dangerous animal, even for himself to approach; and very fierce and sulky when any one came near him. But, one of the sailors, fixing his eyes intently on the huge animal in the cage, all at once, ran up to it, and holding out his hand to the lion cried out, "Why old ship-mate! don't you know me? Have you forgotten me, your old friend?"

The lion sprang to the side of the cage, up on the strong bars; put his great nose between them, and, like a playful kitten, showed signs of real pleasure at the presence and voice of the sailor, his old friend on board of the ship, who had brought him over the great waters from a far country.

Imagine the fright and consternation of the keeper when the lion permitted the sailor to pat him on the head, and the astonishment of the crowd that stood around the cage!

"This lion," said the sailor, in a jocular manner, "and I were once shipmates. You see he is not like some people; he doesn't forget old friends."

Now the live teacher may begin his questioning on this lesson. You ask, being full of the subject yourself, "What is this lesson about?" They will tell you at once, every one of them, no doubt.

"Where did the sailor and the lion first meet each other?"

"What did the sailor do for him on board the ship?"

"Where was the lion carried on reaching shore?"

"What is a menagerie?"

They will show to you that they have this lesson in their minds; and will readily answer every question. You may multiply your questions indefinitely. Now implant a great principle in their hearts by another, a home-thrust question, "Did the lion forget his friend?" And another, "How was he different from some people?" And another, "Should we ever forget a kindness received from others?" Here we may teach by our right questioning; we may teach the hearts, the souls of our pupils a lesson they will never, never forget, if we are true to ourselves, and true to our great responsibility as those who have the guidance and the directing of the young minds committed to our care. Just here, we may implant seeds that will bring forth fruit to all eternity. And happy are those teachers who avail themselves of their opportunity.

Mr. R. S. Arrowood said that the live teacher must always put pointed and leading questions, and they must not be made up at random after the class is called for recitation, but should be very carefully prepared before.

Prof. I. L. Wright said, "all lessons of textual import have a central or golden thought. Every question should prepare the

way for the one which is to follow, so as to evolve in an easy, natural way that central thought. This should be the first master stroke. The incidental thoughts should be developed in consecutive order afterwards. These purposes accomplished, the whole topic stands out in well developed form before the mind of the pupil. A systematic, logical mind is the result of such an art—*per contra*, an illogical, disconnected mind. More of mental strength or weakness is induced by these methods than many teachers are aware of.”

Prof. Alex. McIver took the ground that no teacher can question properly without first a thorough examination of the lesson. The teacher must then know and be fully decided upon what he is going to do, and his questions will carry instruction with them, and the object of recitation will be accomplished in making the pupil think for himself.

Prof. E. C. Branson held that a very essential part of successful school-room work was based upon this one point, “Questioning,” and too much careful discussion cannot be given to the matter. In your class-room don’t fire random questions at the children like grape-shot from a cannon, not knowing or caring who is struck or what answer is returned, but let each question be directly aimed for some given object and with an earnest determination to reach it and you will rarely meet with failure from any pupil.

Miss Mary T. Pescud, of Raleigh, by special request, gave her opinion upon this point. She said that the great object to be gained in questioning a class was, not to show them how fast you could talk, nor how much you were supposed to know about the matter under consideration, but it was to lead out the pupil from himself, and, by a suggestion here and there, make him tell what he knows of the lesson. During her remarks she gracefully introduced a few points from the “New Education” in illustration of her theory.

The second topic for discussion was: “The best method of History work,” and Prof. E. C. Branson was announced as the first speaker.

The speaker then proceeded to give a most admirable explanation of the easiest and most satisfactory method of this very difficult part of school work :

Somewhat incidental to the topic about to be discussed, is a matter concerning which I shall take the privilege of saying a word. Probably there has never been in North Carolina an interest in schools more generally felt than now. Popular enthusiasm in this respect has never been greater. All this is well. But, my friends, I cannot rid myself of the conviction that we must scotch this forward educational move by revolutionizing our method of class-work in point of philosophic teaching principles, if need be ; so that when all this interest about schools shall have ceased to be, in some sort, a matter of blood and moment, we may not fall back into the old order of things. The Horace Mann reform in the Bay State went right into school-rooms and aimed at working a new order of things there, and therein lay the success of that movement—a success, the influence of which is being felt this land over.

This matter of philosophic class methods must engage the attention of teachers, whatever else may interest other people. It is my aim at this hour to present to you a method of history work, and probably not a flawless one. But were it so, I could not advise its adoption in toto by any one of you. Each teacher's way of doing a thing must smack of that teacher's individuality ; else it is the work of a mere copyist, and a failure. I would, however, direct your attention particularly to the ends arrived at in the method. If you can reach these by any other method, by *your* method, so much the better for you and your pupils. But here let me caution you against the popular fallacy, that mere memory is knowledge. By all means avoid that parrory note work on the part of pupils, which is a senseless exercise, having to do merely with "words, words, words."

ENDS AIMED AT IN FORMAL HISTORY WORK (SAY IN THE UPPER
GRAMMAR GRADES).

1. In general:
 - (a). To create a love of history.
 - (b). To give a correct method for its study.
2. In particular:
 - (a). To give historic fact (mental food).
 - (b). To increase the powers of imagination and deduction (mental exercise).
 - (c). To build right character.

In general, let me say, that any method of work that fails to create in the pupil a love for study, and to fix upon him correct habits of study, is pitifully a failure. The love of study is to move your pupil to mental action a long while after he has gone from you. Correct habits of work are to aid him immeasurably much in the accomplishment of his purposes.

In particular. Any method that fails to promote proper mental growth, and to develop mental strength, is also a failure. Here is needed a psychic study of the pupil.

We teach history, we say, to give (a) historic fact. A word as to this. If historic fact be not addressed to the feeling and will of the pupil, as well as to his intellect, we fail of the sole end of all history study—"the right guiding of his steps in social, political and religious progress."

No man was ever moved to action, right or wrong, by his intellect alone. The feelings stir the will, and the will enforces action. Too much of our school work is addressed to the intellect of the pupil. History is simply a record of man's manifold thought wrought out in appropriate events. The student is to study history as though it were but a commentary upon his own life, simply a statement of what he would likely have thought, felt, willed, done, under like circumstances. Until historical personages become instinct with life in the minds of your pupils and historic events appeal with personal directness to them, they will know only so much of worthless fact and date—the least important of all the objects to be attained in the study of history. "We, as we read," says Emerson, "must become Greeks, Romans, Turks, priest, king, martyr, and executioner, must fasten these images to some reality in our secret experience, or we shall learn nothing rightly."

The great charm of Carlyle's French Revolution is that, instead of placing you upon a neighboring hill to look down upon a scene of carnage, a mere spectator, you are, instead, made per force one of the bloody actors, and you read with cheeks flushed, eyes bright, and your nerves tingling to the very tips of your fingers. That only is knowledge which becomes part of our mental constitution and works itself out unconsciously in the life of the individual. I have dwelt somewhat upon this point because it involves at once a discussion of right knowledge-getting, and right character building.

But I must hurry on to a discussion of the method, to the exclusion of other things.

MATERIALS FOR PUPILS.

One lead pencil, long and well sharpened.

One pocket memorandum-book.

One blank copy-book, flexible board covers.

One geography—any with outline maps.

One history, of any kind bearing on the branch to be taught, and in addition any book at hand treating of the subjects to be discussed.

THE METHOD IN DETAIL.

The class being seated, each member turns rapidly to a blank page in his memorandum-book, and with pencil in hand awaits the direction of the teacher. The teacher begins the recitation by announcing the topic, or topics, to be discussed at the next recitation. The topic is written on the blackboard and outlined with appropriate headings. The pupils aid in doing this, in answer to questions that need to be skilfully put by the teacher. The object here is to have the pupil discover that there is such a thing as order, and that logical sequence must have to do with such matters. In no great while the pupils will have learned to do their own outlining—a valuable accomplishment that will aid them to good purpose in other lines of work. The class copy into their memorandum-books what has been placed on the board. The teacher then directs that they get from any source whatever, books or men, all the information they can on the topic, citing them to certain pages in the books they have, or to any easily accessible authorities. The pupils are now told to come at the next recitation in history with one or two questions, written neatly and correctly on a slip of paper, with the names on the other side. These directions need not be repeated after the first time, and this preparatory exercise each morning will occupy, say three minutes. Let us

now leave the class till to-morrow's recitation. For the meanwhile, if the teacher has a proper enthusiasm, for herein lies the success of any and every method, you will likely find on the play-ground next morning pupils gathered about in groups discussing their query-slips, Tom wanting to know of John what his question is, and John what Tom's is, and so on. The method enforces independent research. An interchange of information and opinion and the spirited talk of the same group will have you think that historic fact has been moved up in time and place from *then* and *there* to *now* and *here*, and is addressing itself to the interest of the pupils, about as an item of importance in the morning papers would to their fathers—and to them also, if history be taught aright. And, by-the-way, I have no respect for any method of history work that would have the pupils think that the events of a thousand years ago are of any more importance than the history working itself out right under their own noses.

But history recitation comes on. After the usual preparatory exercise, you are now ready to discuss with the class the topic for which you have been preparing. First adduce the facts. Call for questions in the order of the topical headings. Nod to some pupil, who stands—reads his question, standing well and reading correctly, mind you. Twenty hands go up to answer the question. No snapping of fingers to be allowed. Have some one of these twenty to stand and answer the question, at as great length as he pleases. The others make in their memorandum-books a tally showing their ability to answer the question. "A temptation to pupils," you say. If so, here is a fine opportunity to help somewhat in character building by having them resist so slight a temptation. Moral strength comes of a successful struggle against a moral wrong. Besides, these tallies are to be preserved simply for their own satisfaction, there being no head nor foot to the class, and no distinction of any sort—at least this is the speaker's plan, who chooses to excite interest in other ways than by emulation.

But to return. In a short while the topic will have been "sucked dry as a bone." If, however, all the salient points have not been brought out (and by the way this method enforces a knowledge of what "salient points" are), let the teacher spear a question or two at the class, and then call on some one pupil to answer. Let the information now gained be reduced still further to a system, and crystalized into a sentence or two, and written on the board. The pupils copy this into their history note-books (the blank copy-books) with which each one is provided. These query slips may be used in many ways. For instance, let the teacher collect them and call the questions himself, in the meanwhile using his pencil to underscore errors. These slips are then handed back for correction. The method of hearing the recitation may be varied indefinitely, and it should not lack variety. However, let the method of study be topical always; and the method of recitation both topical and catechetical. For more advanced pupils, more topical and less catechetical. By topical reciting, I mean, a pupil's standing to tell connectedly all he knows of a topic, the information given by him to be supplemented afterward by the other members of the class.

Outline maps are to be always on hand and historic fact in every instance is to be pinned down to place. Make your history work biographical—intensely so. Have, as you come to them in United States History, a "Columbus Recitation," a "Washington Recitation," a "Ben Franklin Recitation," and so on. Study, too, the religion and inner home life of the various people that have had greatly to do with our history. Have a lesson on "A Day in a Puritan Colony," "Dutch Colonial Life," "The Quakers," &c.

The teacher must not do all, nor indeed, most of the talking. Particularly are the expressive faculties of the pupils to be exercised. All review quizzes are to be conducted by the pupils. Occasionally have the pupils at night write up the topic discussed that day. This may be done on tablet paper, with pencil. These papers are to be handed in next day, and disposed of according to the teacher's wisdom. The teacher is now slyly getting on the sunny side of the pupils as to the simplest form of informal composition work. But I grow prolix. What has been said is suggestive rather than otherwise, and may at least provoke discussion among these teachers. I shall be satisfied if it does this.

Prof. Hugh Morson approved Prof. Branson's method in the main, and asked how he would manage in the most primary history instruction.

Prof. Branson replied that the same course should be pursued with the primary classes, but the character of the exercises must be simplified to the capacity and comprehension of the younger pupils.

Prof. H. H. Williams, of LaGrange, said that teachers did not give enough attention to the "why" of history when teaching this branch to their pupils. The reasons for great occasions are more important to a child than mere memory of dates and events. The empty fact is not sufficient, but be sure that the cause is clearly understood, and the pupils will be more certain to remember the fact.

At this stage of the proceedings the following letter was received from Mrs. W. W. Stringfield, of Waynesville, who holds the title to the White Sulphur Springs property :

HAYWOOD WHITE SULPHUR SPRINGS,

NEAR WAYNESVILLE, June 23, 1884.

To the North Carolina Teachers' Assembly :

In behalf of myself, family, the citizens of Waynesville and the county of Haywood, I respectfully urge upon you the propriety of at this time locating the annual meeting of your body at this place and upon the grounds of the White Sulphur Springs property, the exact location of the building or buildings to be selected by your own committee.

The citizens of Waynesville and vicinity will give from \$500 to \$1,000, I will give sufficient grounds for building or buildings, to be used of course for the sole purposes of the Assembly, as such, and not as boarding or dwelling houses. I will also pledge for the Love family one thousand acres of mountain land, or the proceeds of the sale of such. I am also satisfied that other liberal donations will be made in this county and elsewhere in Western North Carolina, if the Assembly is located here.

Respectfully,

MRS. W. W. STRINGFIELD.

Pending the consideration of the propositions as set forth in the letter, Judge J. C. L. Gudger, of Waynesville, who had just arrived, addressed the Assembly in very cordial and hearty words of sincere welcome to his section of North Carolina. He expressed his great pleasure in having the teachers here, and hoped that they would fix the place of their permanent meeting at the Springs, so that he could welcome them every year. In his remarks he gratefully alluded to the great power which the teachers have over the morals and characters of the rising generation, and specially urged them not to spare any efforts at correctly moulding the characters of the children. His profession in the courts enabled him to see almost daily instances where this early and careful training which the teacher can give might have saved both a reputation and a soul. His feeling words were attentively listened to and left a good impression.

On motion of Prof. I. L. Wright Mrs. Stringfield's letter was referred to a committee for careful consideration, and the President appointed the committee as follows: I. L. Wright, R. S. Arrowood, Alex. McIver, Hugh Morson and H. L. Smith.

Miss Mary T. Pescud then read to the Assembly the following essay, clearly setting forth the main features of the famous "New Education," as is now exciting the attention of the profession:

The "New Education" is intended totira in the threefold nature of the child, as that he may develop into symmetrical maturity. And it endeavors to do this by natural methods, not by irrational processes of cramming.

The child, when learning naturally, as it does in its ordinary life, observes, compares, reasons, and learns more in this manner, in the course of a week, than he would learn in a year by merely reading of these things. This propensity of a child's nature, to observe and learn by seeing and thereby understanding as a whole, is taken advantage of in what is called the "New Education," or the "natural method."

Under the old *regime* the child was introduced to a set of meaningless hieroglyphics, which he learned to call A, B, C, and so on to the end of the formidable list. In course of time he was told that see-a-tee spelled *cat*. How or why this was, was never explained, and his bewildered understanding groped in this dark labyrinth, until somehow a conception of the sounds of the letters, rather than their names, dawned upon him; how, he could not tell, if indeed he was conscious of the change. After this, progress was easier, though his steps were still faltering, and checked by many a stumble. Many words thus painfully spelled out, remained perfectly useless in his vocabulary, because never understood.

In all other branches of education the same method prevailed. The child was made the receptacle for various disconnected pieces of information, to be finally grouped into one whole. His memory was cultivated, but very little besides. Discipline was not merely strict but cruel: the rod was used on every occasion, and physical pain was used as a corrective of moral obliquities, little or no effort being made to train the moral nature in the right way; and the physical nature being left to care for itself as best it might.

Under what is popularly known as the "New Education," all this is changed. The child is regarded as a reasonable being, and therefore capable of being taught to think, and to govern himself. The day of his first entrance into the school-room is not regarded as the beginning of his education, but as a more systematic continuance of it.

The first lesson in reading is really a *lesson in reading*; a picture of some familiar object is shown him, and its written or printed name pointed out, just as soon as his attention is called to its spoken name. These being thus connected, are bound together in memory. The action, and descriptive words are taught in a similar way, and connectives are taught as they occur. Having no meaning in themselves, they can only be taught understandingly in their connection.

Number is taught by means of visible, tangible objects—stones, leaves, sticks, wafers, anything that can be handled, are all used in different combinations to teach the principles of number, until the mind, having been taught to see with the concrete, can be led to reason with the abstract.

Words are taught only when the meaning can be understood, and the memory is thus trained to retain what is valuable, instead of being loaded down with useless rubbish.

The daily lessons of the child are varied by oral instruction concerning the world about him, and its inhabitants. He thus becomes familiarized with the principles of many of the "ologies," while yet in the primary grades of formal instruction. And all this is done without injury to the child's mind, because strictly in accord with Nature's plan—observation. He is taught by the teacher to see, and the faculties of attention and observation being awakened, memory acts without effort.

In the higher branches of education, the same methods are used, modified of course by circumstances. But in all cases the two grand rules hold good, "Go from the known to the unknown," and "Learn to do by doing."

As the mind matures, judgment and reason become more active, and should be trained to act properly. Here, comparison of various things or actions, with their surrounding circumstances, is an important factor, and the steps from cause to effect are made plain. The teacher's business here is still to lead the pupil to see in this case with the mental eye.

Physical training is not neglected, "*mens sana in corpore sano*" is recognized as an axiom. Pure air and plenty of ventilation are thought worthy of careful attention, and the hours of hardest mental labor are so timed as to coincide with the greatest physical vigor.

The moral nature, the highest of all, is cared for in due proportion, and character-building, not merely discipline, is sought for as the chief end. The pupil is taught to choose the right for its own sake, not because wrong-doing brings punishment. A child's nature, unless very much perverted by faulty home-training, can see, and grasp after, the beauty of uprightness. And it has been proven by actual experiment, that children and young people can be trained to a sense of

honor that will lead to right-doing and the maintenance of discipline, whether enforced by the presence of a superior, or not. In the Howard School (one of the Nashville, Tennessee, public schools) Professor Woolwine has thirteen hundred children, of all ages, from every social position and kind of home-training. These children have such a high standard of honor, that not even a monitor is needed in the large study-halls where one-half of them remain at a time; and a case of misconduct requiring corporal punishment, is almost unknown. These children are models of industry, and are wonderfully quick and correct in their recitation. It is scarcely worth while to add that Professor Woolwine and his teachers believe in the "New Education."

To be sure, these ways of working entail much more labor upon the teacher than the old plan of hearing the lessons from a book held open in the hand. Success is impossible without knowledge of the subject and enthusiasm concerning it. But we, whose hearts are in our work, think the end to be attained worthy of the labor required to reach it. We are willing to think, and plan, and work, putting our hearts cheerfully into the work, if we may thus build up into perfection that wonderful creation—a human being.

Dr. George Thomas, Chairman of the Board of Education of Detroit, Michigan, briefly addressed the Assembly, specially congratulating the teachers upon the admirable work which they were doing at this meeting. He rejoiced that he had been privileged to meet with this splendid, enthusiastic corps of North Carolina teachers, and he had been greatly benefited by the discussions and lectures. Every teacher ought to love the work, for it is a noble and intensely interesting cause to labor in. He then gave a graphic description of the wonderful and beautiful development of a child from infancy to manhood, and dwelt particularly upon the power which the teacher has toward making either a noble man or perhaps a failure in life.

Adjourned till to-morrow at 10 o'clock.

MEMBERS OF THE ASSEMBLY—*Continued.*

F. P. Venable, Chapel Hill,	J. P. Stone, Cedar Rock,
W. C. Pullen, Earsboro,	Joseph Van Holt Nash, Atlanta, Ga.,
Mrs. W. C. Kerr, Blowing Rock,	Miss A. E. Spain, Greenville,
Miss Gertrude Carraway, New Bern,	" Lizzie Kerr, Hawfields,
" L. A. Williams, Tarboro,	" S. Isabel Graves, Mt. Airy,
" Annie Warren, Greenville,	" Eliza Smedes, Raleigh,
" Bettie Warren, Greenville,	" Sudie Faison, Statesville,
" Lizzie M. Lindsay, Newton,	" Ina McCall, Statesville.

EDITORIAL.

SOME TIMELY HINTS.

THE RECENT elections in this State have given us a Legislature which is almost entirely new in its membership. The records of the newly elected gentlemen seem to identify them as friends to education, and we believe that a willingness will be shown toward providing the State with a better system of public schools. The voice of the people has long been raised in behalf of a more efficient school law, such an one as would give to the children of our State educational privileges equal to those provided by any other State in the Union. This popular demand has been increasing with the general growth of our schools throughout the State and it seems that the time has come when the earnest friends of education may realize their ardent hopes and desires. To this end, would it not be well for the new Superintendent of Public Instruction to invite the leading and most progressive educators of the State to meet at Raleigh this winter during the session of the Legislature, and, after careful consultation and co-operation with him, memorialize the General Assembly in behalf of such a "School Bill" as would build up our educational interests in the greatest degree? The practical teachers from the daily work of the school-room are the ones who best know what ought to be the provisions of a systematic school law and we feel sure that our next Legislature will not refuse to heed the suggestions offered by a judicious assemblage of our best teachers. We will be pleased to hear from our teachers or County Superintendents upon this important matter.

WE HAVE somewhat delayed this issue of THE TEACHER in order that we might get a complete record of teachers who visited the Exposition.

THE TEACHER will be clubbed with any other magazine or publication and it will be well for you to send for our club rates before renewing your subscriptions to any periodicals.

WE HAVE JUST RECEIVED a good address upon female education and kindred subjects, prepared by Mr. G. L. Greeson, of Lexington. The author will send a copy to any one who may make application.

WHEN YOU LOOK over the pages of THE TEACHER and find no mention of your school, please do not find fault with the editor until you ask yourself if you have ever sent him any items of information about your school or its work.

THE COLUMNS OF THE TEACHER are open to our County Superintendents, and all others interested in the Public School System, for free and full discussion as to the changes which should be embodied in the school law which the next Legislature will give to us.

THE LECTURES at the Teachers' Assembly were so good and practical that we give in this issue a longer installment of the proceedings than usual. The thoughts and suggestions contained in the addresses will be found particularly valuable to progressive teachers.

HAVE YOU EVER TRIED "Bynon's Fractional Apples" as an aid in teaching arithmetic? The apples are of natural size, nicely colored and divided into all the fractional parts, and are used with great success. They can be furnished by Messrs. Alfred Williams & Co., of Raleigh.

WE THANK Prof. T. J. Mitchell, of Charlotte, for the club of twenty-five new subscribers to THE TEACHER. Our thanks are also tendered to several of our County Superintendents for lists of new subscribers and for kind words as to the value of THE TEACHER to the educational cause.

BUT A FEW weeks will elapse before the Christmas holidays are upon us, and we suggest that you try to prepare some kind of

suitable entertainment for your school. There is now ample time for this, the trouble and expense will be but slight, and the occasion will afford much pleasure to all your pupils and make them more interested in the work of their school

THE "North Carolina Teachers' Assembly" has just received the following excellent and useful donations: From Messrs. A. S. Barnes & Co., Publishers, New York, a full set of Monteith's new "Grand Wall Maps," price \$40; from Messrs. Hudgings & Talty, Geographical Agents, Atlanta, Ga., one "Cram's Mammoth Map of the United States," 60x80 inches, price \$10. Thanks.

THE ADDRESS made by Major Robert Bingham before the National Educational Association, at Madison, is one of the clearest examinations that we have ever seen, of the educational progress and needs of the South. The line of argument, with the great number of valuable statistics, shows the utmost care and research given to its preparation. Such an address will be of great benefit to our school interests.

THE FIRST correct solution to the "Missing Cent" problem was furnished by James Thomas Pugh, aged eleven years, of the Morrisville Institute, Prof. Silas E. Warren, Principal. Correct answers were also furnished by Leon B. Humphrey, of Goldsboro; Maurice Rosenthal, of Miss Jennie Gales' class in Centennial Graded School at Raleigh; Archie Wightman, of Fayetteville Graded School; and Charlie B. Wike, of W. H. Hughes' school at East La Porte, Jackson county. The solution of this problem and also that of the "Will" question will be published in next issue of THE TEACHER.

ABOUT OUR TEACHERS.

MISS ALICE NOOE is teaching near Morganton.

MRS. M. M. DIMOCK is teaching at Washington.

MISS JANE C. WADE is teaching near Morganton.

REV. MR. BIRD is teaching near Morehead City.

REV. J. W. HOLT is teaching at Company Shops.

MISS M. E. BRUTON is teaching in Columbus county.

MISS KATE CAMPBELL has opened a school at Shelby.

MISS JULIA READ is assistant in Beaufort High School.

MR. J. C. BOWMAN is Principal of Bakersville High School.

MR. D. MCINTYRE has charge of Jackson Springs Academy.

MISS BROWNIE L. JOHNSON is teaching music in Troy Academy.

MISS MAMIE ULRICH is teaching a private school at New Bern.

MR. W. C. CRISP is teaching at Blowing Rock, Watauga county.

MRS. ANNIE MCGILVARY is Principal of the Academy at Pockett.

MR. R. M. MEARES is teaching near Pleasant Hill, Columbus county.

MISS SELMA SNYDER, of Elizabeth City, is teaching at Powell's Point.

MISS ELLA J. POTTER opened a school at Beaufort on 3d of November.

MISS LAURA GRIFFITH is assistant teacher in the Edenton Graded School.

MRS. R. F. CHESHIRE is Assistant Principal of the Graded School at Edenton.

MISS M. A. CARTER has just opened the fall term of her school at Chadbourn.

MR. THOMAS A. CARPENTER has a flourishing school at Webster, Jackson county.

REV. S. W. BROWN, A. M., is Principal of Sparta Institute in Alleghany county.

MISS MARY WHITE, of Alamance, is teaching in the Magnolia Graded School.

MR. JOHN P. MONROE has resigned as a teacher in the Fayetteville Graded School.

MR. R. K. MEADE, of Charlottesville, Va., is Principal of Highland Academy at Hickory.

MR. J. Y. JOYNER, late of LaGrange Collegiate Institute, is reading law at Goldsboro.

MR. ISAAC SUTTON, formerly of Wilson Graded School, is at Hannaford College, Pa.

MISS FLORENCE BYRD is assisting Rev. A. R. Morgan in Stewart's Academy at Troyville.

MISS ASCHERFIELD is in charge of the Music Department of the Monroe High School.

MISS RISHTON is winning golden opinions as a disciplinarian in Monroe High School.

MR. RUFUS G. BUCKNER has a very fine school near Black Mountain, Buncombe county.

MISS L. A. WILLIAMS has charge of Oakdale Institute, at Mr. E. C. Knight's, near Tarboro.

MR. J. C. COOK is Associate Principal of Huntersville High School for boys and girls.

MISS IDA TRAVIS was married a few weeks ago to Mr. W. R. Smith, of Halifax county.

MR. SAMUEL B. SAWYER, of Asheville, has a flourishing school at Welch, Graham county.

MISS OLIVIA WATERS, of Wilson, has taken charge of a private school in Beaufort county.

MISS HENNIE PATRICK, of Kinston, will assist Prof. H. L. Smith in the Selma High School.

PROF. J. D. EPES, of Magnolia, is Associate Principal in the "Ellsworth School" at Henderson.

MR. H. H. PHELPS has taken a position as assistant teacher in Chockowinity School, near Washington.

MR. W. C. EARNHARDT, of Concord, has taken charge of the Male Academy at Mt. Airy, Surry county.

MISS LIZZIE GUTHRIE is in charge of the Music Department of Greenlee School, McDowell county.

MISS MARY WOOD ALEXANDER, a prominent teacher of Lincolnton, died at Asheville, September 23.

MISS MARY BARNES has been selected as a teacher of the higher class in the Wilson Graded School.

MISS LAURA DOUB, of Greensboro, has taken charge of the Music Department of Oak Ridge Institute.

REV. N. E. PRICE is Principal of Bath Academy, Beaufort county. Bath is the oldest town in the State.

MRS. R. H. LEWIS, of Kinston College, visited the Exposition, accompanied by quite a number of her pupils.

DR. R. C. ELLIS and wife are meeting with much success as Principals of Waco Academy, Cleveland county.

MR. W. E. WOOTEN, assisted by Mrs. Hargrave, is in charge of the graded school at Snow Hill, Greene county.

MR. A. D. KESTLER is principal of a country school for males and females, three miles south-west of Statesville.

MISS ALICE PAGE, of Morrisville, Wake county, has taken charge of the Academy at Sandy Ridge, Stokes county.

PROF. F. A. FETTER, formerly Tutor in the University of North Carolina, is Principal of the Edenton Graded School.

CAPT. JOHN DUCKETT, Principal of Hamilton Institute, brought several of his teachers and scholars to the Exposition.

MR. JOHN L. BORDEN has been elected as a teacher in Goldsboro Graded School, in place of Professor Patterson, resigned.

MR. W. C. PULLEN has just closed a most successful term of his school at Earpsboro. The next term will begin in January.

MR. J. H. HILL, M. A., has associated Rev. P. P. Wynn with him as Principal of Statesville Academy for boys and young men.

MISS MARY BORDEN, of Goldsboro, is taking a post-graduate course in elocution, music and painting in Greensboro Female College.

MR. L. M. WARLICK, of Charlotte, a graduate of the University, has accepted a position as assistant in Raleigh Male Academy.

MISS HATTIE GRIFFIN, we regret to learn, was not able to open her school at Washington at the appointed time, on account of sickness.

MR. JAMES L. NORMAN, late of Wake Forest College, has been elected Principal of the Columbia (Tyrrell county) Preparatory School.

MRS. JESSIE H. SCHAEFFER, of Washington City, daughter of Rev. Dr. James A. Harrold, spent several days in Raleigh during October.

MRS. W. B. HARRELL, of Stanly county, Assistant Principal of Big Lick Academy, has been spending several days with her son in Raleigh.

MISS GERTRUDE CARRAWAY has been teaching near New Bern. Her school was well conducted and her services greatly appreciated by her patrons.

MISS LILIAN LEA has returned to Rocky Mount as assistant in the Graded School. The other assistants are Misses Sallie McSwain and Minnie Holmes.

MR. W. B. BAGWELL, Associate Principal of Cary High School, was married on October 21st to Miss Mary C. Worthy. May happiness attend them.

MR. M. T. EDGERTON and wife, of North Carolina, students of the Southern Normal of Nashville, Tennessee, are teaching (during vacation) at Petersburg, Tennessee.

REV. HANNIBAL S. HENDERSON, a graduate of St. Augustine Normal School, Raleigh, has been elected principal of a colored school at Lexington, Kentucky.

MR. W. G. JONES, of Chester, Va., a graduate of William and Mary College, and an experienced teacher, has been elected Principal of the Rocky Mount Graded School.

MR. THOMAS BROOKS, of Henderson, who has been connected with the Horner School, has been elected teacher of the Second Grade in the Fayetteville Graded School.

MR. R. S. ARROWOOD, of Concord, Treasurer of the North Carolina Teachers' Assembly, is just recovering from a severe attack of illness which compelled a short suspension of his school.

MISS ANNIE B. TIMBERLAKE, an accomplished musician, for several years organist in First Baptist Sunday-school at Raleigh, has accepted a position as Teacher of Music in Chowan Baptist Female Institute.

MISS NANNIE WILKINSON, a cultured lady, daughter of Prof. F. S. Wilkinson, of Tarboro, has accepted a situation as teacher in Statesville Female College, in place of Miss Lizzie Kerr, who has resigned.

MISS INA M. MCCALL, who is associated with Miss Fannie Everett in the management of Statesville Female College, spent several days at the Exposition, accompanied by five other young ladies of the school.

PROF. F. P. VENABLE, of the University, was married on November 3d to Miss Sallie C. Manning, daughter of Hon. John Manning. The couple were presented with some handsome silver by the chemistry classes.

MISS EMMA SCALES, of Reidsville, we regret to learn, lost her residence by fire on the night of the 25th of September, and her school building at Reidsville was also burned on October 30th. Our sincerest sympathies are extended.

MRS. M. O. HUMPHREY, teacher in Primary Department of Goldsboro Graded School, has just declined the offer of a position in the High and Graded School at Boise City, Idaho, at a salary of \$700 per year. North Carolina teachers are being appreciated.

CAPT. J. J. FRAY, Principal of Raleigh Male Academy, and President of the North Carolina Teachers' Assembly, has been compelled to leave the school-room on account of failing health. His illness occasions much solicitude on the part of his large number of friends throughout the State.

BOOK NOTICES.

LABBERTON'S HISTORICAL ATLAS. Seventh and enlarged edition. New York: Townsend MacCoun.

KRUSI'S TEACHER'S MANUAL FOR SYNTHETIC DRAWING. New edition. New York: D. Appleton & Co.

BINGHAM'S LATIN GRAMMAR. New edition. Revised by W. Gordon McCabe, A. M. Philadelphia: E. H. Butler & Co. Price, \$1.35.

A THOUSAND QUESTIONS ON AMERICAN HISTORY. An Outline of the History of the United States in the form of Questions and Answers. Syracuse: C. W. Bardeen. Price, \$1.00.

A QUIZ BOOK ON THE THEORY AND PRACTICE OF TEACHING. By A. P. Southwick, A. M. Logansport, Indiana: Modern Teachers' Supply Co.

Almost every conceivable method that is of value to the teacher is briefly and clearly treated in this book, particularly are those "knotty questions" of method, management and discipline, which constantly meet the teacher in his work, explained and put in such practical shape that they can be met without trouble. Prof. Southwick has the happy faculty of knowing when a new help

is needed by the profession, and he also has the ability to provide it. This "Quiz Book" ought to be on the desk of every teacher, and not a day should pass without a careful reference to its admirable hints; and if this is done the good teacher will teach better and the inexperienced teacher will soon become proficient.

APPLETON'S INSTRUCTIVE READING BOOKS. Natural History Series—Book First. Book of Cats and Dogs and other Friends. By James Johonnot. New York: D. Appleton & Co.

This series of new Readers does not appear before it is needed, for we are aware of a rapidly growing demand for graded reading matter that will add to—supplement—and not repeat—that which is, to a great extent, very similar in the Readers of the publishers of the day.

This series—of four books—is in delightful accord with the spirit of true educational progress. The high character of the author, as teacher and philosopher, is another presumption in favor of its excellence that cannot be over-estimated—he who is known so well to our Readers through the "Principles and Practice of Teaching."

Neither can the words of Johonnot be improved, who in the preface to book first, says; "Children love pets; they never tire of stories; and they are delighted with jingle and the fun of incongruity. Through these loves the little opening minds may be led to careful observation, comparison, and descriptions—steps at once necessary to mental growth, and leading up to the portals of science. By insensible degrees, *play* may be made to merge in study, and *fun* to take the form of fact." And then, there is a nobler, higher purpose that underlies these simple stories about animals, for they quietly but surely stamp upon the impressible mind, priceless lessons of morality that are too often neglected in our schools—the kindness and tenderness that go arm in arm with "the offices of soft humanity." Fascinating indeed is this study of the child's mind and thrice welcome such means as these for unfolding and lifting it up.

HOW WE LIVE; or the Human Body, and How to Take Care of it. By James Johonnot and Eugene Bouton, Ph. D., New York: D. Appleton & Co.

This duodecimo—in pretty binding, with clean, clear, attractive illustrations and text—supplies a long-felt want. It is an *elementary* guide to living right; an *easy* and attractive description of the body and its parts, of eating and what comes of it, how digestion goes on, how the blood gets purified and nurtures the body, how the body is able to move, to stand, is covered, how bodily motion is directed, how the mind gets ideas and expresses them, etc. It is high time that children should be taught something about themselves. As the author says, it is a radical defect that admits technical grammar and excludes physiology, and, as Mr. Herbert Spencer writes, men who would blush if caught saying Iphige'-nia instead of Iphigeni'-a, would not feel at all abashed in confessing that they did not know where the Eustachian tubes are located, and would resent as insulting, an intimation of ignorance on their part of the fabled labours of a fabled demi-god. Many a teacher in our midst, who lives in the

atmosphere of the dead languages, and delves unremittingly for the fossil roots of the Greek verb, does not consider it to be at all incumbent on him to be able to instruct an enquiring pupil as to the physiological reason why the alcoholic habit, for instance, is hostile to life. The author in the preface says, "the manifest importance of the subject is the 'why' of the book. The 'how' remains to be considered."

A COMPEND OF GEOLOGY. By Joseph LeConte, Professor of Geology and Natural History in the University of California, author of "Elements of Geology," etc. New York: D. Appleton & Co.

This duodecimo of four hundred pages does not compress the subject into a dull and dismal array of definitions and divisions, dry facts and figures, but makes tempting and fascinating, a branch of knowledge that is considered by many to be dry and obscure, dull and—must we say—unnecessary. But the day is past when the sciences can be pooh-poohed with impunity, as an unneeded link in the education of the people. A knowledge of geology is now demanded in very many of the most practical operations of life. Did not a number of capitalists not long since ruin themselves and their friends, from not knowing, when sinking a mine, that a certain fossil belonged to the old red sandstone, below which no coal is found? Does not this study of the mysteries of nature tend to elevate the thoughts and enoble the mind? Sad indeed, says an eminent philosopher, "it is to see how men occupy themselves with trivialities—are deeply concerned in the controversy of some contemptible court intrigue or other of a past age—are learnedly critical over a Greek ode, and pass by without a thought, that grand topic written by the finger of God upon the strata of the earth." Those teachers who are abreast of modern movements in education will not fail to examine this book—which the author says he has tried to make interesting to the pupil, and at the same time, to convey real scientific knowledge, to awaken and cultivate the habit of observation by directing attention to geological phenomena occurring and geological queries at work *now* on every side.

TEACHERS' BUREAU.

[THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded.]

POSITIONS WANTED.

36. A young lady desires a school, or an assistant's position. She has a successful experience of several years and is competent to teach all the English branches and Mathematics.

37. A music teacher (lady) experienced and competent. Can give best of references and perfect satisfaction.

38. A young lady desires a position as teacher of Higher English, Elocution, Penmanship, Calisthenics and Free-hand Drawing. Thoroughly qualified, and can give good references.



A. S. BARNES & CO.,
EDUCATIONAL PUBLISHERS,
New York and Chicago.



Latest Books of the National Series.

Barnes' New National Readers.

BARNES' GENERAL HISTORY.

A Brief History of Ancient, Medieval and Modern Peoples in one volume. The most fascinating and complete General History published. Sample copy \$1.60.

BARDEEN'S COMPLETE RHETORIC

Treats all subjects fully and practically. Enforces all principles by practical exercises. Most comprehensive and most interesting treatise on the subject. Sample copy \$1.50

HYGIENIC PHYSIOLOGY. (FOR SCHOOLS).

With special reference to the use and effects of Alcoholic Drinks and Narcotics. Edited and endorsed by the W. C. T. U., of the United States. Sample copy \$1.00.

PECK'S POPULAR ASTRONOMY.

Presents in a compact and practical form all the facts and principles of the science that are needed in a general course of collegiate education. Sample copy \$1.20.

BARNES' BRIEF U. S. HISTORY.

One of the most remarkable text-books ever issued. It is the standard in Chicago, St. Louis, Louisville, Milwaukee, Detroit, and more than a thousand other leading Western cities and towns. Sample copy \$1.00.

PECK'S GANOT'S PHYSICS. (REVISED EDITION).

Many parts have been re-written. Much new matter added, a large number of new cuts introduced and the whole treatise thoroughly revised and brought into harmony with the present advanced stage of scientific discovery. Sample copy \$1.00.

BARNES' NEW ARITHMETICS.

Present a minimum of theory with a maximum of practice. Adopt the shortest and best methods, language clear and exact.

MONTEITH'S NEW GEOGRAPHIES.

Complete two-book series, with latest data, beautiful maps, new standard time, and all other "modern improvements."

SILLS'S LESSONS IN ENGLISH.

Practical, systematic and complete. Useless verbiage eliminated, and English Grammar treated comprehensively in one convenient sized volume at small cost. Sample copy 60c.

STEELE'S 14 WEEKS IN EACH SCIENCE.

Embracing Philosophy, Physiology, Chemistry, Zoology, Geology, Astronomy and Botany. Present the cream of the respective studies; and the treatment of the subjects is not only exceedingly practical but always remarkably interesting to the pupils. Sample copies \$1.00 each.

MONTEITH'S POPULAR SCIENCE READER.

Contains lessons and selections in Natural Philosophy, Botany, Natural History. All copiously illustrated by cuts and diagrams. Sample copy 75c.

M McNALLY'S GEOGRAPHY. (REVISED).

A striking new feature. Geography outside the text-books has been added in foot notes on a plan similar to Steele's Scientific Series. Also search questions on the plan of Historical Recreations in Barnes' Brief U. S. History. Sample copy \$1.25.

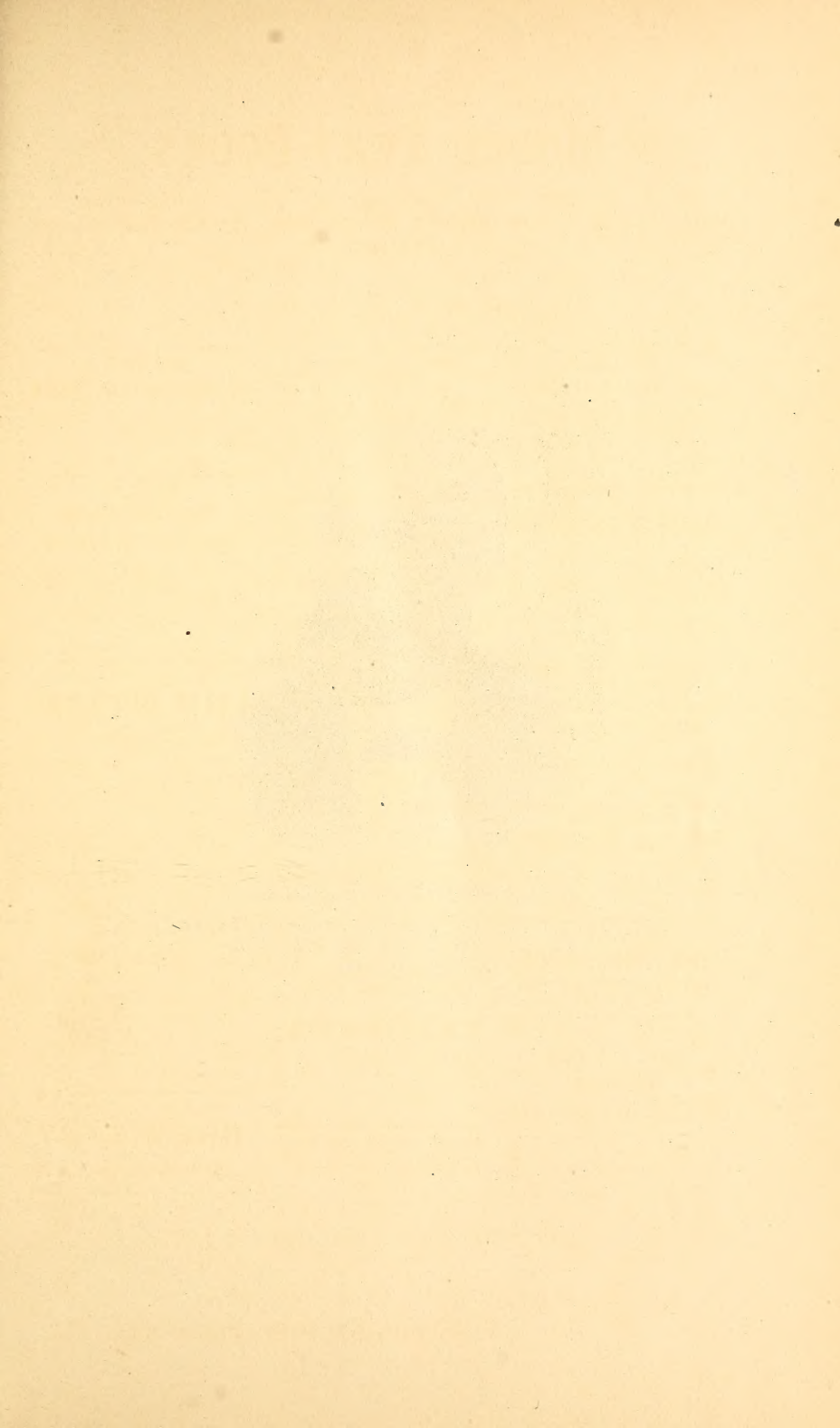
The NATIONAL SERIES comprises more than three hundred publications, presenting text-books adapted to every grade of common school and college classes, all of which will be found fully described in our new Descriptive Catalogue, mailed free on application.

Correspondence cordially invited. Address

A. S. BARNES & CO.,
111 & 113 William Street, New York.

J. W. THACKSTON, Gen. Agent,
RALEIGH, N. C.







MAJOR SIDNEY MICHAEL FINGER,
ELECTED SUPERINTENDENT OF PUBLIC INSTRUCTION FOR NORTH
CAROLINA, TO SERVE FOR FOUR YEARS FROM
JANUARY 1st, 1885.

T H E
North Carolina Teacher.

VOL. II.

RALEIGH, NOVEMBER, 1884.

No. 5.

THE TEACHER TAUGHT.

BY WOLSTAN DIXEY.

A frosty chill was in the air,
How plainly I remember—
The bright autumnal fires had paled,
Save here and there an ember;
The sky looked hard, the hills were bare,
And there were tokens everywhere
That it had come—November.

I locked the time-worn school-house door,
The village seat of learning,
Across the smooth, well-trodden path
My homeward footsteps turning;
My heart a troubled question bore,
And in my mind, as oft before,
A vexing thought was burning.

“Why is it up-hill all the way?”
Thus ran my meditations;
The lessons had gone wrong that day,
And I had lost my patience.
“Is there no way to soften care,
And make it easier to bear
Life’s sorrows and vexations?”

Across my pathway, through the wood,
A fallen tree was lying;
On this there sat two little girls,
And one of them was crying.
I heard her sob: "And if I could,
I'd get my lessons awful good;
But what's the use of trying?"

And then the little hooded head
Sank on the other's shoulder,
The little weeper sought the arms
That opened to enfold her.
Against the young heart kind and true,
She nestled close, and neither knew
That I was a beholder.

And then I heard—ah! ne'er was known
Such judgment without malice,
No queenlier counsel ever heard,
In senate-house or palace!—
"I should have failed there, I am sure;
Don't be discouraged, try once more,
And I will help you, Alice."

"*And I will help you.*" This is how
To soften care and grieving;
Life is made easier to bear
By helping and by giving.
Here was the answer I had sought,
And I, the teacher, being taught
The secret of true living.

If "I will help you" were the rule,
How changed beyond all measure
Life would become! Each heavy load
Would be a golden treasure;
Pain and vexation be forgot;
Hope would prevail in every lot,
And life be only pleasure.

—*Treasure Trove.*

[For the North Carolina Teacher.]

THE MOUNTAINS OR THE SEA?

BY MISS MARY R. GOODLOE, ASHEVILLE.

In your October issue, I find several points suggested for the next meeting of the Assembly; and it happens that I am thoroughly familiar with each one; therefore I presume to give my opinion as to the *best* of these points for the meeting, and furthermore to suggest another in the event of none of these being chosen.

The sun shines on no fairer land than the county of Watauga: and Blowing Rock, the village of Watauga, proposed for the Assembly meeting is particularly attractive, being four thousand feet above the sea, with such air as I never, anywhere else, inhaled, and such scenery as I never, anywhere else, beheld. It lies on the very top of the Blue Ridge, twenty-two miles from the railroad, and just about half of this distance is steep, mountain climbing. Now, how do the committee propose to transport the five hundred teachers (for that number should be expected and provided for) up and then down this mountain road? I might say five hundred teachers, and five hundred trunks, and there are in the town of Lenoir, where we leave the railroad, I believe, two small livery stables! None at Blowing Rock, nor is there a hotel at Blowing Rock—"but one to be built," you say. Who of us can feel assured that a house, not yet contracted for, *can*, in that inaccessible region, be built and made comfortable for the Teachers' Assembly by June? Who of us can think it wise to arrange for the meeting there?

Black Mountain Hotel comes next along the line of proposal, and would, for many reasons, be pleasant, but unless it is expected to reduce our numbers by more than half, to decide on meeting there, would surely be unwise. The house could not possibly accommodate us.

And last among the mountain resorts named, comes our last meeting-place, the Haywood Springs, which needs no discussion,

as we all know the lovely situation, the fine water, and the charming days we passed there together, but we know also about the breaks in the railroads, and about the lack of a hall for meeting; which discomforts were too striking to need comment. So, all in all, it seems to me that Nag's Head must be more desirable than these points. Water travel is far pleasanter in June than travel by cars, and the people throughout the section are urging us to come; rates will be put down so that the trip to teachers from the central portion of the State (the section to be considered, of course) will be quite as inexpensive, perhaps more so, than that to Waynesville. If the hotel cannot accommodate all (I think it can) there are cottages along the sound and sea which would be available, and there is a large ball-room where the assembly meetings can be held at any hour, uninterruptedly. Some one objected, that we might be drowned in the surf. True! but as none of us were dashed to death off Lickstone last summer, we may take the drowning risk next summer. Again, it was objected, that many would suffer from sea-sickness, which certainly *might* be the case, but it is not inevitable, by any means. I believe, indeed, that the majority of those who make the trip do not suffer. I have *twice* made it, and experienced no uncomfortable sensation. Further than that, what if the dread visitor *should* overtake the unwary? The attack would be of brief duration, and is beneficial to the general health, physicians tell us. And the delights of the sea-shore! Who can picture a more charming scene than the five hundred teachers, weary and worn with their ten months of faithful work, resting and recreating at Nag's Head! Roanoke Island, the point of prime historic interest in the State, lies just in front of them. About eight miles, I think it is, to the old star-shaped fort of Sir Walter Raleigh's colonists, the outlines of which are still clearly discernable. The home of Manteo, now a village bearing the chieftain's name, is within pleasant sailing distance, and the fishing along these Roanoke banks furnishes sport that I have never seen equalled elsewhere. But beyond all this is the broad Atlantic, stretched out in its perfect beauty of blue, before our doors, sparkling and

gay in the sunlight, or magnificent in the angry fury of storm. The surf-bath is simply superb. The exhilarating influence of the great white waves dashing over our heads is indescribable, and the salt air so invigorates one, and so sharpens the appetite, that one concludes there were never such fish and oysters before! To the lover of Nature, fancy how delightful it must be, too, to see from the bed, the sun rise out of the Atlantic every morning, and from the windows of the hotel see it dip in the Sound every afternoon. Time and space fail me, or I should like to tell our committee something about the wonderful fresh water pools, so near to the ocean as to catch its spray, "when the breaking waves dash high," and about the wonderful gorges and hill-sides, where gigantic trees are growing, in that line of yellow sand dividing the waters of sound and sea. I hope we shall all meet on this magnificent beach next June and see and enjoy it together; but if that be for any reason, impracticable or undesirable, would not Asheville be the next best point? I cannot assert the fact, but I think board can be obtained, at the season of the meeting, for the same rates as at Haywood White Sulphur Springs, and a hall for business can also probably be secured, which I think is a very important thing to consider.

I hope other teachers will discuss this important question through your columns, and that when the Easter holidays come, a point good and agreeable to all will have been selected for our meeting-place.

While I greatly prefer Nag's Head to any other point, and next after that Asheville, my "voice and vote" will sustain the action of the committee in taking us where in their good judgment they may deem best.

A SHEET, ON WHICH are written the reported grammatical errors of pupils, kept posted conspicuously, will do more to banish bad language and bad pronunciation than all the set grammar lessons that can be given.—*Fowle.*

GOOD READING.

BY F. W. PARKER, NORMAL PARK, ILL.

There is one way of checking the terrible effects of vicious and soul-polluting literature upon our children. Every one who has given the matter the slightest thought will agree that dime novels, boys' weeklies, and other reading so cheaply and abundantly furnished, is the prolific source of vice and crime. All that is necessary to stem this terrible tide of iniquity is the reading in our schools of the best literature, under the direction of wise and faithful teachers.

A glance at the way reading is generally taught in our schools will convince any impartial observer that this subject is made the driest and the dreariest of all studies. In our graded schools, children generally read, on an average, an hour a day during the eight or nine years' course, at the rate of less than one book a year. The average child learns by heart in a few weeks all there is in the first three books, after that the constant repetitions are in the highest degree monotonous. There is nothing to attract his attention or stimulate his love for reading. The selections filling Fourth, Fifth and Sixth Readers are too often far above the mental grasp of the pupil, and are also of so fragmentary a nature as to be almost unintelligible to the average student. Word pronouncing, and that alone, is the only refuge of the teacher.

Is it any wonder that our little ones, with their fervid imaginations, with their intense desire to find something comprehensible behind the otherwise staring hieroglyphics—is it any wonder that they take refuge in that which stains their souls, pollutes their imagination, and leads directly to sin and destruction.

Mourning over this dreadful state of affairs is heard from the pulpit, from the press, from fond parents, from all who love goodness and purity, and who realize the terrible evils arising from demoralized and disordered imaginations. The cause is not far to seek. It is found in the shameful, nay, almost criminal

neglect of school authorities to furnish good books for the use of the schools.

There can be no excuse on account of the cost, for the money now thrown away, and worse than thrown away upon useless spelling-books and mind stupifying grammars, would purchase a supply of the best reading matter the English language affords for every school in the land.

I have tried this experiment, and to my mind it is no longer an experiment. I have seen the children of the poorest and most ignorant parents taking from the library works upon history, travels, biography, and the very best fiction, exhibiting in their selection excellent taste, and showing from their manner how much they love such books. They would no more choose bad reading than they would chose bad food when wholesome is provided for them. Shameful neglect, I repeat, and not innate depravity, drives our children into by-ways and forbidden paths. Let no one preach long sermons on the depraved tendencies of the young, until he has tried this simple, cheap, and practical way of avoiding an unnecessary evil.—*School Journal*.

[For the North Carolina Teacher.]

HIGH STANDARD IN TEACHING.

BY ARACHEL.

How easy it is to hold up before the young teacher, in polished sentence and orthodox phrase, the characteristics of the model teacher. Every educational journal and teachers' monthly has a cut-and-dried article on the subject. The teacher-students of every Normal School listen annually to a well-prepared speech setting forth the qualifications of the ideal teacher. Not one in ten thousand of these speakers and writers could "fill the bill" as presented by themselves. We seriously think that an angel from Heaven could scarcely carry out the injunctions of these Nestors of the Press and platform.

One result of this "raising the standard" has been to discourage many a young, ardent and aspiring teacher. They think that these speakers and writers ought to know whereof they affirm. They endeavor to reach this ideal "standard." Of course they fail. Grievous disappointment follows, and sometimes a withdrawal from the chosen field of labor.

IDEAL TEACHING.

Again, in the journals and at the Normal Schools, methods of teaching are presented and insisted on which are impracticable in a large majority of our schools. The pliant young Normalite takes down the notes in his tablet as if they were gospel truths. He goes back to his little school and "tries on" the new methods. A terrible "mis-fit" is the consequence. He tries, in vain, to make his school accommodate itself to the models which he has brought home. Having entire confidence in the "Professors," they are forced to believe that something is wrong somewhere. And very often the conclusion is reached that the wrong is with themselves.

In the meanwhile the school suffers—the old plans having been thrown aside—the new plans not working.

INDIVIDUALITY OF THE TEACHER.

No one should be a teacher who has not good common sense. Each teacher must judge for himself or herself whether any given methods or plans are suited to the peculiar circumstances of the school. Each teacher can find out these "circumstances." That is to say, each teacher can know the degree of training, moral and intellectual, of the parents of the pupils—their pecuniary abilities—their modes of thought—their prejudices and their anxiety or indifference in regard to the education of their children.

Each teacher should "study" the school committee of the district and convince that body of his or her intense interest in the welfare of the children. In fine, each teacher must adopt those methods of teaching best adapted to the surroundings, whether these "methods" be approved or not by the great lecturers and journals.

THE CHILDREN'S CANDIDATE.

From the Lakes to the Gulf, and from Ocean to Ocean,
The men of our land have been in awful commotion ;
There were parties and factions, and each one was bent
On a man of its choice for the next President.

On the children's behalf—and I hope not too late—
I rise to present you a new candidate ;
So well loved is he, and so great is his fame,
That happy smiles greet the mere sound of his name.

He calls once a year to each palace and cot,
And his visits, like blessings, are never forgot ;
Like a warm gleam of sunshine he lights up the place
With his jolly glad laugh, and his round, ruddy face.

All know him—all love him, for never a word
Of scandal against him has any one heard ;
He is loved by the rich—better loved by the poor,
And welcomed alike by the high and obscure.

He recalls happy youth to the care-worn and old,
And opens the purse-strings of hearts long grown cold ;
He loves the whole world, but above all the rest
It is innocent childhood he loves far the best.

With stockings for ballots, polling-places the wall,
He will get the unanimous vote of them all.
Then drop all the rest—get the children's applause,
And elect their own candidate—dear SANTA CLAUS.

—Selected.

So STRONG is the desire among the pupils to keep down tardiness that a child dreads the frown of the rest of the school in going in late.—*Anonymous.*

SOME THINGS FOR OUR CHILDREN TO KNOW.

Every boy and girl in North Carolina from ten or twelve years old upward ought to be able to answer correctly the following questions :

1. Bound your township, county and State.
2. Draw maps of the same, giving streams, railroads, towns and cities.
3. Give the area in miles and acres; also the population at last census.
4. When, where and by whom was North Carolina first settled? Give incidents.
5. When was the State admitted into the Union?
6. When was the present Constitution framed?
7. Name the first Colonial and the first State Governor.
8. Give name, date, location and history of the battles fought within the State during the Revolutionary and civil wars.
9. Name the principal railroads now completed.
10. Give, in order of size, the names and location of cities having a population of more than 5,000.
11. What is the population of Raleigh, the capital city?
12. Name the counties which lie on the Neuse, Cape Fear, Tar, Roanoke, Yadkin, French Broad and Catawba rivers, respectively.
13. Name the highest town in the State. Altitude?
14. Give the area, depth and boundaries of Albemarle and Pamlico Sounds.
15. What Presidents has the State furnished? Give the dates of their administrations.
16. Name and locate the principal educational institutions and give their characteristics.
17. Who is President of the University of North Carolina?
18. Describe our public school system.
19. Name the leading educational, religious and political journals.

20. What authors has the State furnished? Mention their works.

21. What are North Carolina's principal productions—animal, vegetable, mineral and manufactured?

22. Who is the present Governor, and what is his salary? Term of office?

23. Who is the State Superintendent of Public Instruction?

24. Who is the Superintendent of Public Instruction for your county?

25. Name and define the departments of State government. Who are the officers?

26. How many Congressional districts in North Carolina? Name yours, and who is your representative? What is the salary?

27. What was North Carolina's record during the Civil war? How many troops did the State furnish? What distinguished officers?

28. For what is the State specially noted?

MISS ANNIE'S HISTORY CLASS.

It was generally conceded and believed by the neighbors and friends that Miss Annie R.'s school was one of the best to be found in all the central portion of North Carolina. Her discipline was excellent, her management admirable, and the general work and progress of her pupils could not be surpassed. An inquiry of any of the patrons in regard to the school always elicited a most gratifying report, generally ending thus: "And you ought to see her History Class at work! Why, Miss Annie has taught her pupils *everything* about History, and they can answer at once any question you might ask them."

Miss Annie's "History Class" was composed of twelve bright boys and girls, from thirteen to sixteen years of age. She had

given a great deal of time and care to their training in this special branch of study, she was very proud of the progress which they had made, and any opportunity for "showing off" the History Class gave her a great deal of pleasure, because she felt sure that their unusual knowledge of historical matter would always astonish the visitors to the school.

One beautiful day in October a light tap was heard at the door of Miss Annie's school-room, and, upon opening the door, she saw a very modest stranger, who asked permission to witness the work of this "model" school.

The smiling teacher promptly invited him to enter, and then to a seat upon the rostrum, that he might the better witness the examinations. Miss Annie then called class after class to pass in review before the stranger, and by plying questions skillfully and rapidly, which received very satisfactory answers, her methods were greatly complimented by the visitor. Miss Annie was gratified, but what pleased her most was her anticipation of greater surprise and admiration which the stranger would express when the "History Class" should be called.

After each class, grammar, arithmetic, geography and reading, had successfully run the gauntlet of inspection, the twelve "history" pupils were called upon the rostrum. Miss Annie turned to her visitor and smilingly said: "Now, sir, you see the pet class of my school. I feel the great importance of having my scholars well acquainted with their country's and the world's history, and have, therefore, given special attention to the training of this class."

She then began to question each pupil by turn, upon almost every conceivable period of history, ancient, mediæval and modern, as relating to foreign countries and the United States. Correct replies were given throughout the examination; then with an air of great pride, Miss Annie looked at the stranger, and, handing him the book, said pleasantly: "I would be pleased to have you examine the class upon this topic."

The gentleman took the book, but did not open it, and turned to a bright, handsome girl at the head of the class, with this ques-

tion: "Who made the first attempt at planting a colony in North Carolina?" The girl looked confused, blushed, hung her head, and said: "I don't know, sir." The inquiry was made of the next in the class, and no answer could be given, then to the next with a like result, and so on through the class.

Miss Annie appeared mortified and the "History Class" seemed to be astounded. The cruel stranger again asked: "By whom was North Carolina settled?" This question also passed down the line and obtained no reply. Then was asked, in rotation: "Who was the first Governor of North Carolina?" "Who were the Regulators?" "When did the State adopt the first Constitution?" "What memorable battles of the Revolution were fought in North Carolina?" "When was North Carolina admitted into the Union?" "What part did the State take in the civil war?" And many other questions were plied about our own State, all of which failed to be answered.

Miss Annie's troubled expression left her face, and turning to the stranger with a smile of honest confession, she said: "Ah, sir, you have taught me a great lesson. I have been filling my pupils' minds with dates and events of all other countries of the world and have sadly neglected to teach them the most important historical matters of our own dear old North Carolina. I see my error, and heartily thank you for so plainly and positively showing it to me, and will adopt a new method of history teaching from this day. My boys and girls must know more of their own people, their own State and her glorious record from the earliest settlement to the present time. I want you to visit my school a year hence, and then I will present my "North Carolina History Class" to you with a real pride in the knowledge which they shall possess of their own native land."

The stranger made another visit to the school after a year had elapsed, and found that Miss Annie had faithfully kept her word. The visitor was greatly pleased at the change which he noted in the history class, Miss Annie was delighted at the quick and intelligent answers and views which they gave to all questions,

and the boys and girls were proud of the valuable fund of historical information which they possessed concerning the land of their birth.

Are you, teachers, striving to correct the mistake which Miss Annie had made?

VISIT YOUR SCHOLARS.

The teacher who would be successful must win the confidence of his scholars and be in sympathy with them; he must know their natures, their surroundings and their needs. In no way can he better do so than by visiting them at their homes. He thereby shows his interest in them and wins their love.

How such visiting enables you to bind the children's hearts to your own! I go around in the district and see the parents, brothers and sisters of my scholars; I am shown a favorite picture-book, or a pet dog, or pussy, or pony, or a little garden over which a pupil exercises absolute ownership, and afterwards I take occasion to inquire about these things. I ask one whether his big brother (the family pride) is going into that big store yet; I tell another that I never saw such a saucy, tricky little dog as hers; I recall some pleasant incident of my visit to their house or ask Johnnie whether he can manage the potato bugs in his garden yet. In this way I gain the love, confidence and hearty co-operation of my scholars.

The parents, too, are pleased with the attention, and no longer regard me as a school teacher merely, but more as a friend. As far as my experience goes, I must say I have found no surer way of securing the support and co-operation of the parents than by paying them an occasional visit.

Then, too, I get many valuable hints. I know that the most effective way to manage Willie R. is to drop a line to his mother. I have learned that Jennie B. is to have the nice apple-tree at the side of her father's house if she maintains a good standing in her

class, and that suggests to me a way of making Jennie study. I know what course of discipline the several families endorse, and that shows me what mode of punishment will be most judicious and effective with different pupils. I know, too, the likes and dislikes of the district, and those of the children, and that saves me from making mistakes in seating scholars, enables me to avoid unpleasantness, and make things run smooth.

These calls are also beneficial to myself; for, though I have more book learning than any one else in the district, I find there are a number of men who can teach me a great many things about the practical affairs of life. I find that in some things I am pretty green. Intercourse with people of various occupations and conditions in life teaches me many valuable lessons and dispels the crude notions which I brought from college.

Thus I am abundantly repaid for the time spent in the homes of my pupils. I get more correct views of life, secure the goodwill of the district, and pick up many bits of information which aid me in managing the school.—*L. in Pedagogue.*

OUR NEW STATE SUPERINTENDENT.

While the politicians of the country are busy discussing the policy which will be adopted by the new President of the United States, and by the new Governor of North Carolina, also the changes likely to be made in our laws by our legislatures, National and State, we, as educators, turn to the paramount subject of Public Instruction. While they talk of the gallant Scales, who has been chosen as our Chief Magistrate for the next four years, we propose to talk of the no less gallant FINGER, who has been chosen for a like term as Superintendent of Public Instruction for the State of North Carolina.

It is of the greatest importance to the teachers, pupils and parents of North Carolina that the guardian of their educational

interests should be one fully identified with her educational advancement. He should have a practical knowledge of school-room work and a successful experience as a teacher; he must know the wants of our people and have the ability to organize plans for their relief. He should have the experience and prudence of mature years combined with the vim and energy of robust manhood.

We take great pleasure in saying that Major SIDNEY MICHAEL FINGER has, to a wonderful and gratifying extent, all of these qualifications.

He was born in Lincoln county, May 24th, 1837, being now forty-seven years old. With no other training than that which he received in the four-months yearly free school, we find him at the age of seventeen entering the preparatory department of Catawba College, in which institution he remained for four years. During his vacation he taught school, and during his last two years as a pupil at Catawba College he taught two hours per day in the preparatory department. In 1859 he entered the junior class of Bowdoin College, Brunswick, Maine, from which he graduated with the degree of A. B. in 1861. In 1867 his *alma mater* conferred on him the degree of A. M. Our young graduate, just home with college honors, soon burned with the same fire that burned in the breasts of his friends and neighbors, and enlisted in Company A, Eleventh North Carolina Troops, where he served as private and quartermaster sergeant till 1863.

After the battle of Gettysburg he was promoted to captain and ordered to Charlotte, where he served as quartermaster till the close of the war, having received the commission of major in 1864. Catawba College having lost its endowment fund by reason of the war, Major Finger, as associate principal, with Rev. J. C. Clapp, organized the Catawba High School. For eight years he followed his chosen calling, with all the enthusiasm that is begotten of a faithful teacher's love for his work. In 1873 failing health drove him from the class-room. The next two years he represented Catawba county in the House of Representatives. In 1876-'77-'80 he represented Lincoln and Catawba counties in the

State Senate. While in the legislature he gave special attention to the public school interests, and his constant legislative effort in behalf of popular education was so conspicuous that the public even then began to look to him as the one to serve them as State Superintendent. For the last four years he has been successfully engaged in cotton manufacturing at Newton, and it is against the advice of some of his best friends that he consents to abandon a profitable business to serve his State. Since he left the Legislature in 1880 he has served on the local board of managers for the State Normal School, and the reputation that this school has acquired is due in a great measure to his counsel and support. He has also served as chairman of the Board of Directors of the Western Insane Asylum.

Such is the man elected Superintendent of Public Instruction in North Carolina. He has succeeded as a teacher, as a manager of a school, as a legislator and as a cotton manufacturer, and in whatever capacity he has been tried. It can therefore be confidently expected that the servant who has served faithfully in the past will serve faithfully in the future.

For the benefit of a large number of new subscribers to THE TEACHER, we reprint in this issue the portrait of Major Finger, which was engraved specially for our July number. It is well for us all to be familiar not only with his official acts, but also with his face.

Now, let every friend of popular education in North Carolina, of whatever creed or party, rally as one man to the support of our new Superintendent. Let us all aid him to the full extent of our ability in the great work which has been assigned to him, and do all in our power to remove the stigma of illiteracy which is said to rest on the good name of our beloved State.

ALL TEACHING of pupils "how to study," which does not demand of them their maximum efforts in practice, is a delusion and a fatal deception to the learner.

[For the North Carolina Teacher.]

THE EXPOSITION AS SEEN BY A TEACHER.

BY D. L. ELLIS, NEW BERN GRADED SCHOOL

In history the year 1884 will be a memorable date, because of the grand Exposition which was recently held at our beautiful "City of Oaks."

The writer, having had the good fortune to visit the Exposition twice before its close, ventures to present a few thoughts upon it, not that he thinks or feels himself to be competent to portray adequately even the salient features of this magnificent display of our material resources, but rather that he may convey some idea of the great Exposition to those teachers and friends of THE TEACHER whose duties kept them from attending it; and also, haply, he may cause those who attended to review with him the main points of the Exposition, thus fixing in their minds an event that should be remembered and cherished so long as life shall last.

To stand within the spacious halls of the Main Building, and take in at a glance so many and varied displays, was almost bewildering; but, after going through all the departments, examining each particularly, one would feel inclined to doubt the veracity of his informant, when told that all these are the products of one State, and *that* State, the much despised and slandered State of North Carolina.

Taken in its entirety, the Exposition was nothing more than a candid exponent of the resources of our grand old State. We solicited not the aid of our sister States to enable us to make a grand display to tickle the fancy of curiosity-hunters; but, desiring to stand only upon our own merits, we drew from our own resources, and brought *native* offerings to the altar of progress, that we might say with pride to our sisters: "Come and see for yourselves what we have been doing, and what we may and can do in the future."

The fine State exhibit at the Boston Exposition, last year, opened the eyes of the North to some of our desirable products;

but the Exposition simply astounded the wide-awake New Englander, who returned to his home, saying: "Behold, the half was not told me, and North Carolina is the 'garden-spot of America.'"

North Carolina, while not a large State, has, as shown by this display of her products, *everything* within her borders that we need to make us a great and prosperous people.

A visitor to the Exposition would be struck at once by the varied character of the displays in the several departments of the State exhibit, and, also, of the individual displays by the several counties, any one of which might pass for a respectable exposition of itself.

The State exhibit of minerals and woods was undoubtedly the finest and most complete ever made in the South—the most durable and beautiful building and ornamental stones, the rarest and most precious gems, the most useful and valuable ores, the finest and most durable timbers—all are found in the bosoms of our native hills, and on our mountain slopes and fertile plains.

No more need we go to Italy for marble, to Scotland for granite, to Brazil and Mexico for mahogany, to India and Ceylon for rose-wood and sandal-wood, to Australia for diamonds. Our splendid forests of black walnut and groves of wild cherry, cedar and maple, will supply us with ornamental woods that might well grace the parlors and boudoirs of the nabobs of Europe and Asia, or the magnates of America; while the gems of our mines of hiddenite, garnet and crystal will scintillate side by side with the diamond of Brazil, the pearl of Ceylon, or the topaz of Ethiopia.

Nor do we need to have our granaries at Chicago, and our factories at Lowell. Our State has broad fields for the first, and mills and looms sufficient for the second. Neither are we bound to pay tribute any more to Spain for fine cigars and tobaccos. The "Golden Belt" region produces the finest grades of tobacco that grow upon the globe; and at Durham we have "Blackwell's Bull," challenging the world to contest for the supremacy on the arena of smoking tobaccos and cigarettes. Thus we might go on, and on, but space forbids. Throughout the State and county exhibits "progress" was written in characters so plain that no one could fail to read and be edified thereby.

But what rejoiced the hearts of the teachers most were the evidences of progress in education, as shown by the displays of the various colleges and schools of the State.

The register, kept by the editor of *THE TEACHER* at the Exposition, showed the names of some two hundred and fifty teachers and educators who had visited Raleigh, and placed their names on the roll at the Exposition. These teachers are working, and the immediate future will see a marked change in the educational standing of our glorious old State, which has, up to the present, borne the stigma of being *last* on the roll of illiteracy among her sister States.

North Carolina, under the influence of this little band of earnest workers, is slowly, but surely climbing to the top, and is destined, we devoutly pray, to stand in the very front rank of honor.

We have now no cause for sending our sons to Harvard or Yale, or our daughters to Vassar. We have our own University and colleges, with faculties and curricula unsurpassed in this country, to which our young men can go; our own seminaries and colleges for our young ladies; while, for our children at home we have a score or more of first-class graded schools, some of which have already achieved a national reputation, and all doing noble work. Besides these, a multitude of good private schools and academies throughout the State are tending in the same direction, *i. e.*, of removing the cloud of ignorance from our intellectual horizon.

In the light of these facts, fellow-teachers, let us take heart, and go forward in our honored profession with renewed courage, inspired by the teachings of the great Exposition, knowing full well that

“A better day is coming,
The morning draweth nigh,”

when it will be an honor to be a teacher in North Carolina; when labor in the school-room shall receive the reward it merits, and when we shall look with pride upon our State, redeemed from the thick darkness of ignorance, and safe from the calumniating tongue of envy. Then will we break forth into that grand old song, written by one of Carolina's truest sons, “The Old North State Forever.”

[For the North Carolina Teacher.]

THOUGHTS ON EDUCATION.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

'Tis education forms not the common, but the uncommon mind. The common mind is the uneducated mind. Very few of those who consider themselves educated have the inherent faculties of their minds fully brought out. In many there are latent intellectual powers, unsuspected by others, and unknown to themselves. That is more than a beautiful fancy, therefore, which runs through Gray's admired Elegy in a Country Churchyard:

"Perhaps in this neglected spot is laid
Some heart once pregnant with celestial fire.
Hands that the rod of empire might have swayed,
Or waked to ecstacy the living lyre."

Addison has an ingenious and very striking comparison, bearing upon the invisible forces and faculties of the soul. He compares the secret beauties of the soul in an uneducated person to the statue in the unhewn block of marble. There it remains imprisoned and unseen, till the chisel of the sculptor emancipates and reveals it.

Education, however, not merely discloses and developes the beauty of the mind, but it is an essential instrument of usefulness and power. This particular aspect of education, is perhaps best illustrated in the common school system; in which the design is, first, to lay the solid foundation of all future attainments and elegant ornaments. In education, the same principles should hold, as in domestic economy. A man of sense will first lay in a sufficiency of articles strictly necessary to the use and comfort of the family. He may then, if his means permit, and to the extent that they permit, indulge his taste for the merely elegant and ornamental. So in education. The young man should be so thoroughly grounded in the elements of practical knowledge as to qualify him to gain a respectable living by the industrious use of his time and talents. He may then, very properly, seek to have such an acquaintance with literature, science, and art, as shall render him not only a strong, but a shining character, always bearing in mind the maxim: "'Tis only solid bodies polish well."

[For the North Carolina Teacher.]

"LENGTHENING OF THE LATITUDE."

BY REV. W. H. PEGRAM, A. M., TRINITY COLLEGE, N. C.

In the October number of THE NORTH CAROLINA TEACHER you request an explanation of the statement that "a degree of latitude near the poles is a little longer than one near the equator." The following explanation is given for the benefit of those who have not studied the higher branches of mathematics.

1. A *meridian circle* (so called) is not a circle; it is an ellipse, having the polar, or minor, axis shorter than the major, or equatorial, axis. Draw an ellipse, or find one in an illustrated dictionary.

2. The curvature, or bend, in the equatorial regions is greater than the curvature in the polar regions. Draw two circles, one to fit the equatorial curvature, the other to fit the polar curvature; the first will be smaller and the second larger than any circumference of the earth.

3. An arc of one degree on a small circle is shorter than an arc of one degree on a large circle; that is, $\frac{1}{360}$ part of the circumference of a small circle is shorter than $\frac{1}{360}$ part of the circumference of a large circle.

4. Principle: In measuring degrees on a curved line, each degree must be $\frac{1}{360}$ part of the circle to which the curved line corresponds.

5. Application: On a meridian in equatorial regions an arc of one degree is $\frac{1}{360}$ part of a circle that is smaller than any circumference of the earth; and in polar regions an arc of one degree is $\frac{1}{360}$ part of a circle that is larger than any circumference of the earth.

6. Hence the conclusion: A degree of latitude near the poles is longer than one near the equator.

TEACHING PUPILS to draw their own conclusions properly stands above almost any other consideration.

THINGS TO TELL PUPILS.

GEOLOGISTS SAY that the mountains of North Carolina are the oldest in the world.

THE FIRST blood of the Revolution was shed in North Carolina, Robert Thompson, killed in the battle of Alamance, on May 16, 1771; and the first martyr to Southern patriotism was a North Carolina soldier, Henry Wyatt, killed at the battle of Big Bethel, June 10, 1861.

ON THE top of the Blue Ridge Mountains, near the Swannanoa tunnel, a little mountain spring trickles from the embankment into the ditch along the railroad. The water forms a miniature pool seeming to hesitate as to down which side of the mountain it will take its course. Thus its waters divide, and one stream flows eastward into the Catawba River, ultimately emptying itself through the Santee into the Atlantic Ocean; the other branch of the spring takes a westward course, soon reaching the French Broad River, then the Tennessee, and finally with the great Mississippi empties its waters into the Gulf of Mexico. More than 1,000 miles stretch between the outlets of these two little streams into the great body of waters, though both of them have the same fountain-head!

WHAT WE HEAR FROM OUR SCHOOLS.

THE SCHOOLS of Rockingham county were never in a more flourishing condition.

THE REIDSVILLE GRADED SCHOOL will open in January. A great many applicants for positions.

THE CENTENNIAL GRADED SCHOOL at Raleigh has a larger attendance in every grade than ever before.

MARION HIGH SCHOOL is prospering greatly under the management of Mr. W. G. Randall and Miss Annie Goodloe. Sixty-nine pupils are now enrolled.

THE COLORED SCHOOLS of Raleigh are unusually well patronized this term. The sessions have but just begun, and yet the attendance is very satisfactory.

PROFESSOR HENRY E. SHEPHERD is writing some admirable articles for the *State Chronicle*, upon the importance of more thorough teaching of the English language in all our institutions of learning.

THE SCHOOLS of Pasquotank county are all taught by a class of young, energetic teachers, who have attended the Normal Schools. We hope to see them all at the Teachers' Assembly next summer.

THE ELIZABETH CITY ACADEMY has one hundred pupils in attendance, and other students are arriving every week. The new buildings are ornaments to the town, and the citizens are justly proud of their fine school.

"FOUNDERS' DAY" was celebrated by the Faculty and pupils of Salem Female Academy on the 11th of November. A holiday and picnic were given and greatly enjoyed. It was the eighty-third anniversary of this institution.

THE NEXT MEETING of Lenoir County Teachers' Association will be held at LaGrange Collegiate Institute on December 6th. Mr. Geo. A. Grimsley, orator; Miss Mollie Walsh, essayist; and Messrs. Goodwin and Rouse are leaders in the discussion.

THE BAPTIST STATE CONVENTION, at its recent session in Raleigh, organized a plan for founding an orphanage for the indigent children of Baptist parents. There are differences of opinion throughout the denomination as to the expediency of the enterprise.

AMONG THE DELEGATES to the Baptist State Convention were the following prominent teachers: Revs. C. E. Taylor, George W. Greene, W. A. Pool, S. H. Thompson, W. B. Harrell, C. W. Scarborough, C. C. Newton, W. F. Royall, R. D. Mallary, N. B. Cobb and Profs. F. P. Hobgood, L. W. Bagley, C. L. Smith, James A. Delke.

THE ADVANCED STUDENTS of the University are preparing to organize an Historical Seminary for the specific purpose of studying North Carolina history. The justly merited renown of our University will be considerably enhanced by this new feature. This example might be profitably followed by all our denominational colleges in the State.

THE STATE ASSOCIATION OF COLORED TEACHERS held its annual meeting in Raleigh on November 12th. The officers chosen for the ensuing year are: B. B. Goins, President; S. G. Atkins, Secretary; Rev. Cæsar Johnson, Treasurer. The work of the Association was good and practical, and all the essays read by various members showed considerable thought and information. The teachers, male and female, are using every available means toward making themselves more proficient, and they are to be congratulated on their success. A resolution was adopted by the Association approving the passage of the "Blair Bill," and opinions were expressed favoring a "Compulsory Education" act, when a fund shall have been provided for supporting schools of sufficient duration.

THE AVERAGE YOUNGSTER.

Of life he is tenacious;
Of appetite voracious.
The brush and comb he slighteth;
In dirt he much delighteth.
His pockets are distended
With rubbish he calls "splendid."
Of all his precious toys,
The ones that make most noise
Give him the greatest pleasure:
His fish-horn is his treasure.
He drives us well-nigh frantic
With every kind of antic.
Yet there's a charm about him;
We *could not* do without him.

NORTH CAROLINA TEACHERS' ASSEMBLY.

PROCEEDINGS.

HAYWOOD WHITE SULPHUR SPRINGS (NEAR WAYNESVILLE),
Tuesday, June 24, 1884.

SEVENTH DAY—MORNING SESSION.

A heavy rain began to fall just about the hour of meeting, and therefore, the morning session was removed from the lawn and held upon the western and southern verandas of the hotel. The officers' and speakers' positions being in the angle of the two verandas, made the arrangement very convenient both for speaking and hearing.

The session was opened with prayer by Prof. I. L. Wright.

The committee upon By-Laws made a report which was adopted by sections, and the set of By-Laws was afterwards adopted as a whole.

An amendment to the Constitution was offered, fixing the membership for females at \$1, just half of the fee for males. This amendment aroused a very spirited and pleasant discussion, in which the ladies expressed their opposition to this reduction in their favor, in a very positive, but very modest manner. The gentlemen, however, so gallantly argued in the affirmative, that upon a vote the amendment was carried, though an exceedingly *handsome* minority was counted, which the majority gracefully recognized and fully appreciated.

The committee upon the proposition of Mrs. W. W. Stringfield, made the following report, which was adopted:

HAYWOOD WHITE SULPHUR SPRINGS,
NEAR WAYNESVILLE, N. C., June 24th, 1884.

Mr. Chairman:

The committee to which was referred the proposition of Mrs. W. W. Stringfield and other citizens of Waynesville, beg leave to report that while fully appreciat-

ing the kindness and generosity of the offer made to the Assembly, and expressing their heartiest thanks for the same, are of the opinion that it would be premature to take action upon it at present, and request that the offer be held open one year for further consideration.

Respectfully submitted,

I. L. WRIGHT,
ALEX. McIVER,
H. L. SMITH,
R. S. ARROWOOD,
HUGH MORSON,

Committee.

In connection with this report the Secretary offered the following resolution, which was unanimously adopted:

Resolved, That the next session of the Assembly be held at Haywood White Sulphur Springs, provided satisfactory arrangements can be made as to board, railroad fare, and other accommodations.

The first topic for consideration this morning, "Grading Country Schools," was announced, and Prof. Alexander McIver proceeded to the consideration of the question as follows:

The first and most important work of the teacher is to class his school. Where there are two or three hundred pupils and six or eight teachers this is easily done. The pupils are arranged in eight or ten different classes, so that the studies of each class are preparatory to the studies of the next higher, and the pupils ascend from one class to another, as up the steps (grades) of learning. This is the town graded school. The advantages of it are obvious. If by reason of industry, natural ability, or age, any pupil is found to be in advance of his class, he may at any time be promoted to the next higher grade. If any pupil is found to be deficient he may be turned back. Thus the pupils of each class may be taught together and no one be held back, or advanced too rapidly, and their progress and scholarship may be kept about equal. Each teacher has a separate room and not more than one or two classes. The superintendent or principal imparts his skill in teaching and discipline to all the teachers, and thus secures uniformity in discipline and instruction through all grades of the school.

But the country school is different. There is but one teacher here with thirty or forty pupils of as great diversity of ages and attainments as among the two hundred pupils of the town graded school. The teacher may divide his school into primary, intermediate, and grammar grades, but he will have two or three classes in each grade; and of necessity will have at least six classes in the school. But the school term is generally of only three or four months and the attendance irregular. I think the general opinion is that the ungraded school is a necessity in the average country school-house. The larger boys must continue to cipher out the arithmetic lessons, every one for himself, with occasional help from the teacher and from the other boys, and the large girls must continue to hear some of the primary lessons; and the country schools must respect and imitate the good old custom where the teacher took in school at sunrise and closed at sunset.

There is, however, part of the teacher's work, and a very important part, in which the whole school may be treated as one class. I beg leave to call attention to the proper work of the teacher in this connection. It is nothing less than to develop the pupil *physically, morally and mentally*. I place these words in the order of their importance—proper physical development and training are of the very first importance. Good health is a duty, and I may say a necessity. The teacher should acquaint himself with the laws of health and teach them to his pupils. He should tell them what food they should eat and what clothing they should wear. He should teach the importance of keeping clean, of breathing pure air, and of exercise in the sunshine. He should show how their seats should be arranged with reference to light so that their eyesight should not be impaired. He should see that the school-room is properly heated and ventilated, and that the health of the pupils is his first and constant care.

It is interesting to note the variety of opinions which have been held at different times and by different nations as to the relative values of body and mind. The ancient Roman taught that the body should be carefully trained along with the mind. *Mens sana in corpore sano*, a sound mind in a sound body, was the highest aim of his philosophy. The national games of the ancient Greeks—their racings, wrestlings, and boxings also tended to develop the physical man. But after the introduction of Christianity, which taught the immortality of the soul, though the Greek philosophy also taught this, the mind began to be regarded as of much greater value than the body. The body was considered as a clog to the soul, as a vile thing that must be despised, that must perish, and leave the soul untrammelled. It was of the earth, earthy, tending only to evil. But the mind, that deathless principle in man which survives his frail perishing body, received every honor and consideration which the philosophers and teachers of the middle ages could bestow upon it. Thus the body and mind were antagonized. But it is now found that if the body suffers the mind suffers with it. The body is as much a part of the man as the mind. The knowledge that the mind is dependent on the body has tended to increase the attention given to health and physical development. The prime minister of Great Britain, Mr. Gladstone, about a quarter of a century ago, said: "There still remains in some quarters a vulgar notion that there is a natural antagonism between corporeal and mental excellence. I trust that corporeal education will never be forgotten; that the pursuit of manly sports will receive the countenance and encouragement, not only of the boys who engage in them, but of the masters, who are responsible for the welfare of those boys."

These are memorable words, and they have produced an effect on both sides of the Atlantic. A revolution has taken place in regard to physical education. Gymnastics are being introduced into our best institutions of learning. The Bingham School, one of the leading institutions of learning in the South—one which is always catching at the top of educational thought—has a system of gymnastics which gives prominence to the idea of physical training. Within the last few years we have seen a challenge given and accepted between the students of one of our oldest and best institutions of learning and those of an English university for a contest, not in ancient or modern learning or science, but in the purely physical exercise of boat-rowing. The *London Times*, a few years ago, in speaking of the introduction of gymnastics into the English schools, said: "It was a great point in ancient philosophy, the value it attached to the body, and the proper training of it, the preservation of health, strength, and all its proper powers. Ancient philosophy did not despise the body, did not regard it as a mere husk and

outside of human nature, or treat it as a despicable and absolutely vile thing ; it regarded the body as a true part of human nature, deserving of proper deference, for the failure of which it was sure to retaliate upon the whole man."

This physical training should begin in the primary school. Whatever may be the second duty of the teacher, his first duty is to develop the pupil physically and guard his health.

As the gentleman who succeeds me has the subject of moral training, I will pass over this, and say something of the third and last important part of the teacher's work, mental training. We develop the mind by teaching: (1). Things; (2). Language; (3). Number. This threefold division of the work of teaching is found in every institution of learning, from the University to the primary school. The infant, by the natural exercise of its senses, first learns the things around it; it then learns the names of these things, language; and then discovers their relations to each other, as one, or more than one. So at every step we teach things or thought; we appeal, from first to last, to the intelligence and understanding of the pupil; and when the thought is developed, we teach the expression of the thought, or language. "Words," says Sir William Hamilton, "are the fortresses of thought. They enable us to realize our dominion over what we have already overrun in thought; to make every intellectual conquest the basis of operations for others still beyond. You have all heard of the process of tunneling. In this operation it is impossible to succeed unless every foot in our progress be secured by an arch in masonry before we attempt the excavation of another. Now, language is to the mind precisely what the arch is to the tunnel. The power of thinking and the power of excavation are not dependent on the word in the one case, or the mason-work in the other; but without these subsidiaries neither process could be carried on beyond its rudimentary commencement. Though, therefore, we allow that every movement forward in language must be determined by an antecedent movement forward in thought; still, unless thought be accompanied at each point of its evolution by a corresponding evolution in language, its further development is arrested."

The order of teaching, then, is: first, the thing, the thought, the idea; second, the expression of the thought, or language. Every lesson, then, should be not only an appeal to the senses and the understanding of the pupil, but it should also be a language lesson.

I have not time, however, to pursue the matter further. In conclusion, let me say to the teacher: It is your privilege to guard the health, to develop the bodies, characters, and minds of your pupils—in other words, to build up a noble manhood and womanhood around you. With this end in view, let no narrow methods, whether new or old—let no "pent-up Utica" hedge in your work. You educate, not for the school, but for life, with all the duties and possibilities of American life.

Prof. Morson said that one of the greatest difficulties in the way of grading country schools was the effort to teach too much. Only the plain, practical branches should be taught and the very best efforts must be given to this line of instruction. The elementary branches are enough.

Miss Woodward, of South Carolina, asked if the entire course of study is not fixed by the committee and the teacher compelled to follow it.

Prof. McIver answered that although such was the case in some instances, yet the matter is left almost wholly to the option of the teachers.

Prof. Branson said the great trouble in the way of grading the country school was that both the school term and the fund were not long enough, but even these obstacles may be partly overcome and the country school can be graded very easily. When this is done the teacher will do more work in five hours than he is now able to do in seven.

Rev. R. A. Sentell, County Superintendent of Haywood, felt that "this is a very important subject under discussion and is well worthy the time and careful attention of so intelligent a body of teachers." He has found many difficulties in the way of grading the country schools; pupils will use the old books, there is a great lack of punctuality in attendance, parents will keep their children from school upon any kind of pretext, roads are very bad in winter and the school-houses are *too* well ventilated. "The great hope of grading the schools successfully lies in uniformity of text-books and compulsory education, and when the Legislature gives us these two great levers the work will be easily done."

The question was some further discussed by various members of the Assembly, mainly by questions upon certain points of difficulty, while answers were made by others who had given the matter a trial in their schools. The practical conclusion reached by the discussion was that: First, every country school ought to be and can be graded, to a certain extent; Second, the entire school should be graded according to attainments of pupils, regardless of their ages; Third, if parents will not buy suitable and uniform books for their children the classes must be taught by topics, and almost any variety of books upon the same subject can thus be used in the classes; Fourth, a graded school, even though not so well graded as may be desired, will accomplish more for the school as a whole than when it is ungraded.

Dr. Thomas, of Detroit, said that "it is almost impossible to do any thorough and systematic grading of the schools in North Carolina until you succeed in getting an educational Legislature which will give you the proper laws upon this subject. But while waiting and working for this don't be idle, but do the best you can at grading, and you will be more successful than if you do nothing at all in this direction."

Rev. W. B. Harrell stated that he always tried to grade his schools, regardless of age of pupils or variety of books which they might possess. He made attainment the basis of classification, and though this sometimes put a ten-year-old child in some classes with a twenty-year-old man, which made the other scholars laugh for awhile, yet the discrepancy in size soon became unnoticed, and the grading would work well and easily.

Prof. H. W. Reinhart was then announced by the president as leading speaker on the next topic, "Moral Training in Schools." This very important subject was handled in a vigorous manner by the enthusiastic and earnest speaker, and his sincere and correct views so emphatically expressed, gave no uncertain sound as to the duty of every teacher in training the *hearts* as well as the minds of pupils. The teacher is as much responsible for the manner in which the character of the pupil is moulded as for the intellectual training. It is impossible to fix upon any inflexible set of rules by which this heart or character-moulding is to be accomplished, but all the psychological elements of morality are to be carefully regarded and the training must conform to these points. Endeavor to shape the conscience of the pupil in accordance with the higher moral law and then make his conscience the basis of all moral training. Merely lectures or lessons on morals will not accomplish the desired result, but the teacher must train largely by his own personal example and habits.

Adjourned till 10 o'clock to-morrow.

EDITORIAL.

DO NOT BE DISCOURAGED.

OF ALL the professions none include more responsibilities than that of teaching. The work of building a mind is an exceedingly slow and tedious one, requiring a constant care and watchfulness. The teacher is building, not alone for temporary use, but often for eternity, and a carelessly laid foundation of the educational house for a boy or girl may not only impair the usefulness of a life, but possibly wreck a human soul. Every teacher ought to fully realize this, and its knowledge should create greater faithfulness in the daily school work; and it ought also to give renewed strength to the teacher's efforts. Put your whole heart into your labor, but do not become discouraged if the results appear less favorable than you desire. Place your standard of teaching high and endeavor to reach it, if possible, and let this effort continue as long as you remain in the profession. You may meet with frequent failures (and what teacher has not), but do not let these things in any way relax your energies. If method after method is tried, seemingly with poor success, you are but having the experience of other teachers, including even those who have made a world-wide reputation for excellence. Press forward, therefore, boldly and bravely planting the seeds of knowledge in the young minds. Push all obstacles aside, or try to surmount them, and your labor will not be in vain.

SEND US some news items from your school.

IF YOUR wrapper for THE TEACHER has cross marks upon it your subscription is due, and we know of no better season than this for sending the amounts in arrears.

WE HAVE some excellent communications upon the "Teachers' Assembly" and "Our Public School System," which were crowded out of this issue. They will appear in the next number.

THE ANNUAL membership fees in the NORTH CAROLINA TEACHERS' ASSEMBLY are due on the first of January. The Treasurer, Mr. R. S. Arrowood, of Concord, is now ready to receive the fees and issue certificates of membership.

MANY LETTERS have been received expressing preferences as to the next meeting place of the Teachers' Assembly, and the choice seems to be centering upon one of these two points: Nag's Head or Black Mountain. Many enjoyable features are mentioned concerning each of these places, and also perfect satisfaction as to either, if proper accommodations are provided for the large number that will be in attendance upon next session.

WE OFFER you the following very favorable club rates with leading literary and educational journals in connection with THE TEACHER, and by this combination you can save a considerable amount on the price of each publication. To obtain this reduction the magazines must be ordered from the publishers of THE NORTH CAROLINA TEACHER.

	<i>Alone.</i>	<i>With Teacher.</i>
New York School Journal.....	\$2 00	\$2 50
Teachers' Institute.....	1 00	1 60
Treasure Trove	50	1 25
Harper's Monthly Magazine.....	4 00	4 25
Century Magazine.....	4 00	4 25
Demorest's Magazine.....	2 00	2 50
North Carolina Educational Journal.....	50	1 25
Littells' Living Age.....	8 00	8 00

Special rates will be given in connection with any publication in the United States, as may be desired.

ABOUT OUR TEACHERS.

MISS IONE PARKER is teaching near Graham.

MR. W. T. WHITSETT is teaching near Gibsonville.

MISS MINNIE NANCE is again teaching at Stoneville.

MR. ISAAC FORT has just opened a school at Auburn.

MISS EMMA INGOLD is teaching at Monbo, Catawba county.

MISS MARY HARVEY is teaching music in Bayboro Academy.

MR. A. LAFAYETTE BARRINGER is teaching near Troutman's.

MISS ELLA J. POTTER is teaching a primary school at Beaufort.

MISS ANNIE SMITH, a "Chautauquaite," is teaching at Madison.

PROF. R. H. SMITH, of Reidsville, is now in the "Mica" business.

MR. J. E. MEBANE is teaching at Bethlehem, Rockingham county.

MISS GRIFFIN, at Washington, has more scholars than she has room.

PROF. E. C. BRANSON, of Wilson, spent Thanksgiving day in Raleigh.

MR. JULIUS S. BRADSHAW has a thriving school at Welch, Graham county.

MISS DOZA YOUNG, of Youngsville, is teaching a public school at Troutman's.

MR. DAVID VERNON, a "Chautauquaite," has charge of a good school near Leaksville.

MISS SELMA SNYDER has resumed charge of her school at Powell's Point, Chowan county.

MR. W. R. SKINNER and wife are doing well with their school at Bayboro, Pamlico county.

MISS PHOEBE RAYLAND is winning golden opinions with her private school near Reidsville.

MR. N. S. SMITH, County Superintendent for Rockingham, has a flourishing school at Leaksville.

MR. E. A. WHITE, assistant teacher at Providence Academy, Randolph county, died November 2d.

MESSRS. J. C. BOWMAN and J. M. STAFFORD are in charge of Bakersville High School, in Mitchell county.

MISS MARY R. GOODLOE has a fine school at Asheville and the enrollment for this term is nearly doubled.

PROF. R. P. PELL, of the Raleigh Graded School has been ordained to the Ministry of the Presbyterian Church.

PROF. C. U. HILL, at Washington, is doing good service, and reports a gradually increasing number of pupils.

MISS DORA JONES, daughter of Rev. Dr. T. M. Jones, is filling her mother's place in Greensboro Female College.

PROF. ALEX. McIVER, of Carbonton, one of the Vice-Presidents of the Teachers' Assembly, spent the 26th in Raleigh.

MR. J. T. CROWDER has just completed a term at the Southern Normal School and will take a school near Raleigh in a few days.

MR. R. T. BONNER is building up a very fine school at Aurora. His patrons have just erected for his use a two-story academy building.

MR. CHAS. L. HOFFMAN has charge of an excellent and progressive school at Paper Mills Academy, in Lincoln county. Fifty pupils enrolled.

PROF. JOHN R. HARDING, late of Kinston College, is preparing for the Episcopal Ministry in the General Theological Seminary, New York.

MR. P. M. PEARSALL, Superintendent of Public Instruction for Jones county, has been elected to represent that county in the next General Assembly.

PROF. JAMES F. BROWER has a very successful school at Denver, Lincoln county. Eighty-nine pupils are now enrolled, representing four counties.

REV. DR. BRANTLEY YORK, known throughout the State as an instructor and author, is teaching grammar, logic, and mathematics at Monroe, Union county.

MR. W. A. BLAIR's school at High Point has 119 students. He is assisted by Prof. Moore, of Indiana, Miss Edwards, Prof. Blanfuss, of Germany, and Mr. Raper.

HON. JOHN C. SCARBOROUGH, State Superintendent of Public Instruction, was elected President of the Baptist State Convention, at Raleigh, on the 12th of November.

MR. J. H. MILLS, of Thomasville, has been unanimously chosen as Superintendent of the Baptist Orphanage. There is no better man in the Union for this position.

REV. S. H. THOMPSON has sold his interest in the Southern Normal at Lexington to Rev. L. E. Duncan, and will give his whole time to the ministry. The institution is succeeding finely.

DR. LUKE DORLAND reports that Scotia Seminary, at Concord, is so full that no more students can be admitted. He thinks if his school building was twice its capacity, it would soon be filled.

MR. J. S. LEA, Professor of Modern Languages in Shaw University, Raleigh, died November 6. He was a native of Caswell, a graduate of Shaw University, and one of the most promising colored men in the State.

MISS MARY J. LONG, who has recently been on a visit to her home in Harnett county, has returned to her school in Alamance. The present term of her school is a very successful one, the attendance larger than ever before.

REV. BAXTER CLEGG, a graduate of Randolph Macon College, and for many years a teacher in Davie and Iredell counties, died at Lake Providence, Louisiana, October 16th. He was the founder of the Olin High School, in Iredell county.

MR. and MRS. E. W. WILCOX will open a male and female school at Snow Hill, Greene county, January 12, 1885. Prof. Wilcox is a teacher of ripe experience, fine education and endowed with the happy faculty of imparting knowledge to pupils.

REV. CHARLES E. TAYLOR, for many years a professor at Wake Forest College, has been elected President of that institution. He was educated at Richmond College and the University of Virginia, is a scholarly, working Baptist, and will fill the place well. We will give a more extended notice of President Taylor in our next number.

BOOK NOTICES.

PHILIPS' HISTORICAL READERS. Four numbers. Boston School Supply Company.

ELEMENTS OF ZOOLOGY. By C. F. Holder and J. B. Holder. New York: D. Appleton & Co.

ELEMENTS OF ENGLISH SPEECH. By Isaac Bassett Choate. New York: D. Appleton & Co.

ELOCUTIONIST'S ANNUAL, No. 12. Philadelphia: National School of Elocution and Oratory.

GRAMMAR AND ANALYSIS MADE EASY AND ATTRACTIVE BY DIAGRAMS. By F. V. Irish, A. M. Lima, Ohio.

KATIE, a Poem. By Henry Timrod. New York: E. J. Hale & Son. Price, \$1.50

This exquisite little love song, in its exceedingly beautiful dress and delicate illustrations, forms one of the most appropriate and delightful gift books of the season. The ardent devotion of the tender words combining with the very pretty pen pictures of English scenery and situations, makes a pleasing harmony that will certainly be admired and appreciated by all lovers of the pure and the beautiful.

TEACHERS' MANUAL FOR SYNTHETIC DRAWING. By Hermann Krusi. New York: D. Appleton & Co.

This series of drawing-books is well known to our teachers and is very popular. The entire system comprises one of the most systematic, practical and complete courses of instruction in drawing ever arranged for schools. The

free-hand course is specially adapted for use in public schools, and has been used with most gratifying success. All children love drawing, most of them have a talent for it, and teachers ought to cultivate it.

A THOUSAND QUESTIONS ON AMERICAN HISTORY. Syracuse: C. W. Bardeen. Price, \$1.00.

This is a complete History of the United States, arranged in the form of questions and answers, and will therefore be found very convenient for private study and for conducting examinations. The answers to all questions are generally clear and concise, and those concerning the civil war are reasonably fair, though in some cases they are so meagre and condensed as to leave a wrong impression. This is particularly noticeable in the answer to question number 937, as to the "first act of the war."

BINGHAM'S LATIN GRAMMAR. Revised edition. By Professor W. Gordon McCabe. Philadelphia: E. H. Butler & Co.

Professor William Bingham's Latin Grammar has been before the educational public for more than twenty years. Its popularity has been increasing each year, and frequent revisions have kept the book constantly up with modern scholarship. It is now, perhaps, more largely used in this State than all other books of its class combined, and, therefore, this latest revision, so carefully done by Professor McCabe, will give special pleasure to our teachers. Several changes are noticed in this revision, and all are desirable. The "Roman Pronunciation" has been adopted throughout the work, as is used by the best classical scholars. The whole of the Etymology and Syntax have been carefully rewritten and recast, though the main lines of the original work are still preserved.

LABBERTON'S HISTORICAL ATLAS. New edition. New York: Townsend MacConn. Price, \$1.50 net.

This is the seventh edition of this admirable work, and it will commend itself to teachers and students, first, on account of cheapness (the former editions were, price, \$3.50); second, by reason of its fullness and accuracy. The book contains one hundred and twelve maps, including an entire new series of "American Historical Maps." The engraving and coloring are good and the work may be used in connection with any series of text-books, thus increasing its value.

Many of our teachers may know Dr. Labberton, as his plantation, where his family resides, is near the head of Cape Fear River. He is a gentleman of most extensive culture, and we shall be glad to see his wonderful Historical Maps, an indispensable aid in history teaching, in use in all our schools.

TEACHERS' BUREAU.

[~~40~~—THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

POSITIONS WANTED.

39. A young man, graduate of University of Michigan, with two years' experience in teaching, desires a school.

40. A situation to teach in a school first of January, by a lady of experience. Languages, drawing, calisthenics and kindergarten taught. Best of references given.

41. A young lady who has had several years' experience in the school-room, and has attended two of the State Normal Schools, desires a situation in a private family, or would take charge of an academy.

42. A lady with considerable experience as a music teacher wants a class, or a situation in a school.



Happy Christmas! Bright New Year!



“FROST ON THE PANE AND SNOW ON THE MOOR,
KEEN WINDS ABROAD ON THEIR MISSIONS,
TALES ROUND THE FIRE OF FANCIFUL LORE,
FAIRIES AND WICKED MAGICIANS;
GREETINGS AND CARDS, RHYMES FROM OLD BARDS,
WISHES AND KIND SALUTATIONS;
THUS EVER TO YOU MAY THE SEASON APPEAR,
WITH GLADNESS AT CHRISTMAS AND HOPE FOR NEW YEAR.”

T H E
North Carolina Teacher.

VOL. II.

RALEIGH, DECEMBER, 1884.

No. 6.

[For the North Carolina Teacher.]

“LET US ALL BE UP AND DOING.”

BY MRS. MARY BAYARD CLARKE.

This world is not a shattered wreck
Where man, sin-struck, is cast,
His life one struggle to escape
Eternal death at last.

There is no death but only change,
Man's life's eternal force
By God breathed in, which ever runs
Its still evolving course.

Each life is but a single voyage
Upon Time's boundless sea,
A single link in one grand chain
Extending through Eternity.

The seeds of truth sown broadcast through
Æons long past away,
Lay dormant in the womb of Time
To bring forth fruit to-day.

The unspoken prayer of all mankind
Is Ajax's prayer for light,
But only he who labors prays
The Christ-taught prayer aright.

Let not your forms be "empty forms"
But each with meaning fraught,
To symbolize some spark of truth
By God through Nature taught.

Self-sacrifice is Nature's law,
Plants live that seed may fall,
Together all things work for good—
Not of the one—but all.

Then let us each "be up and doing"
Whatever lies at hand,
Not idly in the world's grand mart
Awaiting wages stand.

Let each revolving Christmas tide
A Christ mass truly be
And life one long self-sacrifice
For all humanity.

THE OLD-FASHIONED TEACHER.

BY GEO. J. HAGAR.

Of all persons, excepting my mother, who ever tried to teach me anything, I loved this old-fashioned school-master best; and because I love him still, I often spend an evening with the veteran, and talk over the trials and frolics of early days. It makes him feel happy as a child at Christmas-time to be greeted by a former pupil, especially one who has got on well in the world.

While we all played tricks on him, we never bore him real ill-will, and the survivors of his "boys" now look up to him with a respect that is nearly equal to veneration. There is no teacher in our big town who can count so many true friends among his pupils as he.

I call him old-fashioned. I thought him odd when at times he would put over to the next day a very hard lesson, and talk to us for an hour about a pending war in Europe. He would tell us the cause of the bloody struggle, describe the countries that were engaged in it, give us an insight into the career and character of the emperors or kings, and the big generals carrying it on, show some probable results of the victory of either side over the other, and indicate the reasons, commercial and otherwise, that led all the other nations to watch the progress of the conflict eagerly.

We thought all this was interesting. Anyway, it was better than plodding through a stiff lesson we did not understand. I don't suppose any of us thought at the time that we were being taught in this one hour, and in the place of a single lesson set down for that hour, distinct lessons in natural history, political history, geography, biography, the science of war and military engineering. When he finished his lecture, he said :

"Now, boys, when you go home, take up a newspaper and read all you can about the war. Ask your fathers what they think about it, whether it will affect their business in any way, and if so, how? Then I'll sit still, and let all of you teach me."

One day, when he was about giving us a dose of vulgar fractions, I told him the boys were awfully bad on that lesson, and couldn't go through it, and asked him would he please give us a talk instead.

What do you think he did? Why, he called me out on the floor, and asked me what I was doing Saturday last. Well, I had to stop and think. By-and-by, I remembered I had been watching my uncle make a staircase, and put the steps in place. Then he said :

"If you will tell the boys just what your uncle did, and how he did it, I'll excuse the lesson to-day."

I guess I stammered a good deal at first, for I didn't know how to begin; but the teacher started me off by asking of what material my uncle made the staircase.

"Wood, of course?" I answered.

"Yes, I've no doubt of it. But what kind?"

"I don't know."

"You should have asked your uncle. I think myself it was pine. Now, where does pine come from?"

"From North Carolina, sir!" I shouted bravely.

"That's right. Where else?"

"I—I—I don't think I know," very humbly.

"Then you ask your uncle next time you see him and tell us. Did he make the staircase with his hands?"

"Oh, no, sir! He had all sorts of things."

"Things? things? Tools, my boy! A carpenter uses tools, not things. Now, what kinds of tools did he use?"

"Well, he had some saws and some—"

"Hold on! What kind of saws? How many kinds of saws are there?"

"I don't know, sir. But sometimes he used one to go straight with, and then another to go crossways."

"Take your pencil and paper and write, 'Questions to ask uncle.' Then put down, 'How many kinds of saws are there? What are their names? What is each kind used for? How do they differ in looks? Now, when you have found out come and tell us. But what other tools did you see?'"

"Uncle has a lot of hatchets, big and little, sir."

"I guess you're mistaken there, are you not?"

"No, sir; I saw them. Lots of them."

"Well, let us settle it now. Get the dictionary and look for these words: 'Hatchet, adze, axe, broad-axe, narrow-axe,' and as you find them write the definition on the blackboard, and then you can probably tell us just what you saw."

And so he and I went on for the full hour. When it was over I began to think that either I knew ever so much about building a staircase or else I didn't know anything at all; but teacher's cheery "well, sir, you've done pretty well," made me feel decidedly important.

After this he made a little speech, in which he said he wanted us to get in the way of thinking for ourselves, and seeing for

ourselves, and that we could not always run to him to get the meaning of things we did not understand.

Some boys who could repeat the alphabet or the multiplication table as fast as they could speak, would be completely upset if stopped in the middle, and wouldn't be able to finish it without going back to the beginning and so on through. He said these lessons could be learned so that a boy could begin anywhere—in the middle or at the end—and go through without a mistake. He wanted us to be thorough, and to be thorough we must think. If he could teach or put us in the way of thinking and studying properly, so that we would not forget one day what we learned the day before, he would consider himself a fortunate man.

Dear old teacher, you were faithful to your text, and not altogether without good results.—*Golden Days.*

[For the North Carolina Teacher.]

THE SEA AGAIN.

BY W. M. V.

You ask in the October number of the TEACHER an expression of opinion, from teachers interested, in regard to the location of the next Assembly. Wherever it may be, I hope to be there, but I voice not merely a personal preference, but the conviction that the greatest good to the greatest number will be secured when I say, let that place be Nag's Head. I have spent some time at each of the places under consideration, except Black Mountain, and without disparaging any, I would say a decided word in favor of the land by the sea. In the first place, it surpasses all the others in accessibility: New Bern, Elizabeth City, Washington, and Edenton connect with it by steamer, and the railroads running to these places make the journey from any part

of the State a comparatively frictionless affair. No more elegant boat runs the waters of the Old North State than the *Shenandoah*, which plies between New Bern, Elizabeth City, and Nag's Head, and no more obliging and competent officer walks a deck than Captain Southgate, who commands her. I stress the point of accessibility and easy travel, because there seems to have been some doubt here. For the rest, the fare and general accommodations compare quite favorably with those of last summer. There is a large hotel, with tiers of many verandahs, where sound and sea breezes defy the sun of the hottest day; comfortable bedrooms, and a ball-room sufficiently large for Assembly and other meetings; the ordinary summer resort *menu* is delightfully varied by contributions from the waters—crabs, hard and soft, and fish to make an inland epicure stare, and the list of other interests is long enough to startle the lover of the hills who climbs a peak or two, catches a half dozen minnows from a thread-like stream, and in doing this "boxes the compass" of mountain diversion.

Here you may troll for the great blue-fish in the blue waters, or cast your line into schools of delicious smaller fry and catch your fifties in the hours, or ride for miles and miles down a smooth white beach, where the horses' hoofs will scarcely dent the hard surface, or battle with the bravest surf that beats the Atlantic shore, or stand with glasses to watch the incoming boats, or sail, yourself, to the low-lying lands of historic Roanoke and Manteo, or climb to the top of the light-house and watch the sails on the far off ocean or the mirages of water lying fair on the yellow sands. If gayer thoughts are to be tempered, you have but to stroll down the beach and before you floats the restless buoy that marks the spot where the Huron, with all its freight of life went down. Turning from the sad suggestions of this place, a walk of half an hour will bring you to the wonderful fresh ponds set among the gleaming, towering sand-hills, their amber waters stretching downward unfathomably and teeming with fish enough to satisfy the most ardent follower of the gentle art. Here's sport for many an hour, and when you weary of it there awaits you a pleasant walk or drive homeward along

the shady roads of a pretty woodland that stands with its flowers and vines a beautiful frill to the shining sands and waters—but why say more? Let the teachers see for themselves, and next summer, when the hour for decision comes, the cry of “Ten Thousand” will burst from the lips of the Assembly: “The sea! the sea!”

SPARE MOMENTS WITH YOUR PUPILS.

Tell them how our State got its name; for whom your county was named, and for what distinguished.

Tell them why the months and the days of the week are so named.

Tell them how the custom of shaking hands originated.

Tell them why paper is so called and how books were made before paper-making was invented.

Tell them how people protected themselves from the rigors of climate before the art of making cloth was invented. Give some account of the progress in cloth-making since steam and labor-saving machinery have come into use. Describe the materials used in making cloth and how obtained. How different nations dress and why they so dress.

Tell them of the difficulties under which people labored before iron tools and implements were made.

Tell them how the power of steam was discovered and how its discovery has benefited mankind.

Show them a map of the world and contrast the conditions of man in Christian and in heathen countries.

Draw a picture of a cow on the blackboard and have the pupils tell you how many useful things one gets from that domestic animal. Write down as they answer: Milk, butter, cheese, beef, leather, hair, bone, glue, &c., and then have each one write what he knows about the cow.

Explain to them why the ox, dog, fox, &c., open their mouths and pant when heated and why the horse does not do so.

Explain the difference between "perspiration" and "respiration."

Tell them we "travel by steam," "talk by lightning," and "paint by the sunbeam," and let them explain what you mean.

Tell them why it is easier to carry a heavy burden by means of wheels than by dragging it on the earth.

Tell them where the wasp and hornet obtain the materials for constructing their nests. It is said that these insects were the "first paper-makers," but they have never improved in their "manufactures," while man goes on continually improving on all his manufactures. One is guided by *instinct*, the other by *reason*. Explain the difference.

THE ROCK OF GIBRALTAR.

On the coast of Spain is a great rock which has been named the Rock of Gibraltar. It belongs to Great Britain, and is well fortified, having a fortress and barracks upon its summit.

The highest point of the rock is 1,400 feet above the sea-level, and here, upon its very top is planted the fort, while upon the west side are strong batteries with more than one thousand guns in position.

The rock is three miles long and seven miles in circumference, and is of gray limestone, with many steep and dangerous places on its old, weather-worn sides, and many remarkable and beautiful natural caverns piercing into its heart.

The largest of these caves is called St. Michael's, situated one thousand feet above the sea. It is a great hall in the huge gray rock, all hung with glittering stalactites that are formed into such quaint and curious shapes by nature, that they have the appearance of being beautifully and skillfully carved.

All along the front of the solid rock are galleries tunneled in tiers. These galleries are from two to three miles long, and are pierced with port-holes for guns, at the distance of twelve yards, throughout the entire length.

This huge rock is connected with the main-land of Spain by a low sandy isthmus, and upon the west side lie the town and bay, and strait, called Gibraltar, from the rock. The town is built on a shelving ledge upon the west side of the rock, and is peopled by English, Jews, Moors and Spaniards. It is a very busy place, and having such a variety of nationalities among its population, it is amply supplied with amusements and excitements of all kinds.

The climate is temperate and delightful and unusually healthy, with the exception of the peculiar Gibraltar fever that visits the place every twelve years, in the form of an epidemic. All the water used in the place is collected from the roofs of the houses.

The Rock of Gibraltar is one of the most curious places that can be imagined, and is full of the most interesting things. One strange thing we read of in connection with it is the band of monkeys that live here. They are the only monkeys found in Europe, and are entirely different from the monkeys found in any other part of the world. They are beautiful creatures without tails, and are of a lovely fawn color. Swarms of rabbits also live here and in some places, it is said, they have completely honey-combed the solid rock with their burrows.

Gibraltar is as interesting and remarkable, historically, as it is physically, and many great questions have been decided by the possession of the Rock.—*Selected.*

“LET US WRITE IT RIGHT.”

In the newspapers of the State we find four different methods of spelling the name of one of our favorite cities. Thus, we have “New Bern,” “Newbern,” “New Berne,” “Newberne.” As this place was one of the earliest settled in our State and is now one of the best known to our people, there certainly ought to be a fixed manner of spelling its name. THE TEACHER and Moore’s *History of North Carolina* have followed but one spell-

ing—thus: NEW BERN. The city was founded in 1709 by Baron De Graffenreid, a Swiss nobleman, and named by him in honor of his former home, BERN, the Capital of Switzerland. This proves that the second part of the name ought to begin with a capital letter, the same as New York, New Jersey, New Orleans, New Bedford, and hundreds of others, which are simply new names of older places.

When *Moore's School History of North Carolina* was undergoing revision by the State Board of Education, the editor of THE TEACHER was assisting in the work, and in order to obtain the correct orthography of this city, he, with the Secretary of State, Col. W. L. Saunders, spent several hours in searching the old State records pertaining to the matter in question. In all of De Graffenreid's letters, and also in nearly all other official documents the name was spelled "New Bern." In some instances the "B" was a small letter, making one word of the name, but in most cases of its use it was spelled as above, and in no instance was there a final "e" added to the "Bern." The custom of condensing the name into one word without the capital "B" is contrary to all precedent in names of the class; the final "e" is a modern innovation and without authority for its use, and should not be tolerated. Let us, therefore, spell the name of our "City of Elms" in the way fixed by its distinguished founder, who, it is presumed, knew how to spell the name of the city of his birth.

BY MEANS of thin paper the exact form of any or all of the States can be cut from a large wall map. These can be laid upon card or pasteboard and cut so as to have accurate and durable outlines of all the States and Territories, which can be of use in a score of ways to an ingenious teacher. Better than cardboard, and attended with little expense, would be to have some industrious boy saw them out of thin boards with his "jig-saw" from the models cut by the teacher.—*Anonymous.*

SOME POINTS FOR YOUNG TEACHERS.

Be brief; lest you become loose and prolix, and so consume unnecessary time. Be concise; omitting all unnecessary phrases, such as "Well," "Now then," "Let me see if you can answer this," "Now you may tell me," etc.

3. Be clear; that is, state your question so that your thought is properly discernible, but let the significance depend quite as much upon the relation to other questions as upon the language used.

4. Be not too clear and practically answer your own question.

5. Never ask a question which can be answered by yes or no.

6. As a general thing, your question should require more than one sentence as an answer. Pupils gain no power by answering in monosyllables.

7. Be prompt in the utterance of your questions. Drawling, hesitating, slow enunciation breeds the same faults in your pupils.

8. Be rapid in questioning. Let no unnecessary time intervene between the answering of one question and the asking of the next.

9. Never repeat the answers. This is the commonest fault of teachers, and the most easily acquired. It is a waste of time, and indicates a lack of nerve.

10. Call on different individuals oftentimes for the same answer, not committing yourself as to the accuracy of any of the answers until several have answered.

11. Give a hard question, which has been answered by one pupil, to some duller pupil in the class, that you may assure yourself, and he himself, that the point is understood. This is called individual review repetition, and is the secret to genuine thoroughness.

12. Never repeat the question. If a pupil doesn't hear he ought to. Punish him by giving the privilege of answering to some one who did hear.

13. Repeating the questions and answers in a routine manner are the two besetting sins of teachers. Let the pupils do the repeating.—*National Normals.*

[For the North Carolina Teacher.]

A SHORT TALK ABOUT BOOKS.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

A book has a character as distinct and determinate as that of a man. Milton long ago discerned this fact and brought it forth with all the force of his masterly genius. "I deny not," he says, "but that it is of the greatest concernment in the church and commonwealth, to have a vigilant eye how books demean themselves as well as men; and thereafter to confine, imprison, and do sharpest justice on them as malefactors; for books are not absolutely dead things, but do contain a progeny of life in them to be as active as that soul was whose progeny they are; nay, they do preserve as in a vial the purest efficacy and extraction of that living intellect that bred them."

Books are not only generally good or bad, they are specifically amiable, or ill-tempered, cold or cordial. They are even confidential, and even affectionate. With what delightful freedom, what child-like frankness, will old Burton, or Montaigne, take you into his confidence; tell you all about himself; his tastes, his habits, his likes, and dislikes, his faults and foibles, his mistakes and mishaps! In this particular, no one among the modern can quite come up to Charles Lamb. The feeling which every reader has for him is one of personal affection; of tender commiseration; of brotherly-kindness and charity—sometimes sorely needed.

The more genuine books are, the more likely they are to live; the more they are written out of the man, and out of the heart. Richard Baxter wrote one hundred and sixty volumes, all of them acute, animated, pious, some of them learned and powerful; but none of them can be said to have lived with the life of immortality; none of them have kept what Horace calls their shining youth; the glory and the freshness of the dawn, when the dew glitters on the tender grass and the song of the bird makes music in the morning air, but the "Reformed Pastor" and the "Saints' Everlasting Rest." These we know were written out of his heart,

for they pulse throughout with heart-beats, and the voice that cries in them never fails to wake an echo in other hearts.

Books let us into the true character of their writers, as no other witnesses can or do. They are an inevitable, it may be an unconscious revelation, of the man. Even when most affected and most insincere the writer is most transparent and best understood. His hands may be the hands of Esau but the voice is the voice of Jacob. We are now positively better acquainted with Dean Swift, with Dr. Sam Johnson, with Joseph Addison and Alexander Pope; we know them better, what manner of men they were, how they felt, and what they thought, than we do the men we meet with every day on the street. We have a more perfect mental photograph of them; we feel nearer to them, we are under more obligation to them for personal favors, for rendering our common daily lives wiser, sweeter, brighter, and better.

Books have a climate of their own, if the expression may be pardoned. They define the boundaries of the countries they belong to far better than an ordinary topographical chart. They tell us the character of their native fruits, they smack of the soil far more than a formal catalogue of the seasons and of the growths. Not only do the books of the several nations indicate the national character, so that a man must be cousin german to a fool not to know when he is reading a book to what country it belongs, England, France, Holland, Italy, or Spain. And the more genuine the writer, the stronger the flavor, not only of the soil but of the season; not only of the country but of the period. The Italian poets revel in the riches of their fair land. The sunshine of Italy is on their pages. While the gloom of Scandinavia envelops the genius of the writer, however brilliant, as the snow wraps their mountains, though it may be with a cold sublimity, an icy splendor.

Some books are suited to some seasons. It is delightful in a cold day to have the imagination warmed and regaled with tropical luxuriance and brightness; while to read Dr. Kane's "Arctic Expedition" in the dead of winter, and have the mind filled with ice-floes and ice-mountains, might give a delicate person, if not a real chill, a sensation painfully suggestive of it.

CHRISTMAS EVE.

BY MAY RILEY SMITH.

God bless the little stockings
All over the land to-night,
Hung in the choicest corners,
In the glow of crimson light!
The tiny, scarlet stocking,
With a hole in the heel and toe,
Worn by wonderful journeys
The darlings have to go.

And Heaven pity the children,
Wherever their home may be,
Who wake at the first gray dawning
An empty stocking to see,
Left, in the faith of childhood,
Hanging against the wall,
Just where the dazzling glory
Of Santa's light will fall!

Alas! for the lonely mother,
Whose cradle is empty still,
With never a shoe nor stocking
With dainty toys to fill!
Who sits in the swarthy twilight
There, sobbing against the pane,
And thinks of the little baby
Whose grave lies out in the rain!

Oh, the empty shoes and stockings
Forever laid aside!
Oh, the tangled, broken shoe-strings,
Never more to be tied!

Oh, the little grave at the mercy
Of the cold December rain !
Oh, the feet in snow-white sandals,
That never can trip again !

But happier they who slumber,
With marble at foot and head,
Than the child who has no shelter,
No raiment, nor food, nor bed !
Then Heaven help the LIVING !
Children of want and pain,
Knowing no fold nor pasture,
Out, to-night, in the rain !

HOW NOT TO TEACH.

BY WILLIAM M. GIFFIN, NEWARK, N. J.

DISCIPLINE.

A teacher should not use a commanding tone of voice when asking a favor, or when giving a direction.

No one enjoys being commanded. We would all rather be asked or told to do a thing, than commanded to do it. Then, again, the children will think the teacher is saucy, and, therefore, will become sulky and troublesome. "Please" will never harm a teacher.

A teacher should not, for a moment, hesitate to ask the pardon of a pupil or class that she knows she has accused wrongfully.

Morally speaking, it is her duty. The pupil and class will honor and respect her for doing it, and when their turn comes, they will not hesitate to follow her good example.

A teacher should not look always at the faults, and never at the good in her pupils.

“Whatsoever ye would that men should do to you, do ye even so to them.” We do not desire Deity to see only our faults and punish us for them. He has said each will be *rewarded* or punished according to his works.

A teacher should not allow a pupil to sit in the class with untidy head, or dirty hands and face.

It will have a demoralizing effect on the class.

A teacher should not find fault with a pupil for doing what she is guilty of herself.

The child will see the injustice of such fault-finding, and will despise, and not respect, the teacher.

A teacher should not be satisfied with the careless or noisy performance of a direction, and should not neglect to repeat her request until it is performed rightly.

She is not only teaching for the present, but for the future also; and habits formed when young are not easily broken when one is old. There is no better way to show the class that the teacher is not satisfied, than to have them repeat the direction until they do it rightly. *The teacher should be careful not to show any temper.* Simply, in a calm though positive manner, repeat until satisfied.

A teacher should not take the time of the class to do her own work.

A teacher has no more right to take the *time* of the pupils than she has to take their *money*. She cannot write letters, make out reports, etc., and teach at the same time. Moreover, her duty during school hours is to teach.

A teacher should not allow tattling or tale-bearing.

Because they relate to petty offenses, and are usually, if not always, given from mean, selfish motives, in which the children should not be encouraged.

A teacher should not compel a pupil to stand, sit, kneel, or take any long continued attitude of restraint as a mode of punishment.

Such treatment is not only wrong, but also very injurious. The pupil will never have any respect for the teacher who takes this mode of punishing him.

A teacher should not be changeable in her discipline.

A teacher must be every day alike. Steady, uniform, even, regular discipline, must be had. "Never a tyrant—always a governor."

A teacher should not explain points in a lesson to a class while part of them are working.

A class cannot work and listen. If she has anything to say, she should ask them to give their attention, and she should not explain anything until they give it. When they are told to work, let them work.

A teacher should not try to startle a class into being orderly or attentive.

A class will learn to wait for the "thunder clap" before giving attention. A low, but steady, firm tone of voice will do the work much better. The desk was not made to pound on, nor the floor to stamp upon; and if used so, are of no use in obtaining order.

A teacher should not command or order a thing done, when a suggestion will do as well.

A class will think more of directions when they are "few and far between." "Boys, I would not do that," is much better than, "Boys, turn this way and mind your own business, or I will give every one of you a mark."

A teacher should not consider "anything" good enough to wear to school.

A class will have more respect for the teacher that is careful about her dress, than they will for one who is careless. A class that respects a teacher is not hard to discipline.

HEALTH.

A teacher should not allow the pupils to wear their wrappers, overcoats, or rubbers in school.

It will be very injurious to the health of the children. They are not old enough to have good judgment, and if they err, it is the teacher's fault, as she ought to know better.

A teacher should not cause a pupil to sit with the sun pouring in upon his head, or with a cold draft blowing in upon his body.

The first may be the cause of blindness; and no constitution is strong enough to stand such treatment as the second mentioned, for any length of time.

A teacher should not neglect the proper ventilation of her room.

If she does, she and the children are being slowly, but surely, poisoned to death.

MULTUM IN PARVO.

A teacher should not teach a day after she has concluded that she is not, to a great extent, responsible for the physical, mental, and moral growth of the pupils under her charge.

BECAUSE THE POSITION IS TOO GRAND, TOO NOBLE, TOO RESPONSIBLE FOR ANY SUCH PERSON TO POSSESS.

[For the North Carolina Teacher.]

LET US GO TO THE MOUNTAINS.

BY A CHAUTAUQUAN.

I am glad that the Committee on Arrangements has invited the views of the teachers upon the selection of the place for holding the next session of the Assembly. The article by Miss Goodloe is an exceedingly interesting one and her praise of the sea-side pleasures is much enjoyed, and while all these things are strictly true, I think there are some very strong reasons why the next session should be held in the mountains.

The meeting last summer, though largely attended, can scarcely be considered a regular session, but simply the organization of the Assembly. We did not know who would be present, nor what subjects would be discussed, nor whether or not there would really be a meeting at all, hence a large number of our teachers

concluded not to go to Waynesville on an uncertainty, therefore they remained at home or made other arrangements for the summer.

The Assembly is now fully organized and equipped for a pleasant and great work, and all of our leading teachers throughout the State want to attend the next session and they are all anxious to go to the mountains. The sea-shore has always been accessible to us, but the marvelous beauties of our magnificent mountain country have but recently been opened up to our view by the railroads, hence the "Land of the Sky" possesses a greater fascination for us than any other portion of our State.

Besides, our sessions ought to be as instructive as possible, and we feel that we will have much more interesting and valuable information to give to our pupils after a trip to the mountains than if we had spent the time at the sea-side, where, even with the sport of fishing and bathing, the sojourn would be somewhat monotonous.

But few of our teachers would engage in the rather dangerous amusements of fishing, bathing and sailing, in the hot sunshine, whereas all could easily find enjoyments for the leisure hours in the cool and shady groves among the mountains.

In going to Nag's Head there would be at least three changes of cars and boat by all those going from the west and central portions of the State, and this would be very troublesome and annoying to all our lady friends particularly. For instance, suppose it is agreed to go by Goldsboro, the shortest way, a person from Statesville would change cars at Salisbury, again at Goldsboro, and then at New Bern he would leave the cars and walk, or ride in a hack, across the town to get to the boat. To go by Weldon and Portsmouth would add two other changes, and these frequent changes would considerably increase the expense of the trip.

So if the committee will decide to go back to the mountains, at least for the next session, and see that ample accommodations are provided for all in attendance, I am sure that every one will be greatly pleased.

WHAT WE HEAR FROM OUR SCHOOLS.

THE DURHAM GRADED SCHOOL reports an enrollment of 399.

THE EDENTON GRADED SCHOOL has an enrollment of 105.

THE KINSTON COLORED GRADED SCHOOL has 275 pupils and six teachers.

PEACE INSTITUTE, Raleigh, will commence its spring term January 16th.

THE *Falcon* favors the establishment of a graded school at Elizabeth City.

FARMVILLE ACADEMY, Pitt county, under Rev. I. L. Chestnut, is improving.

THE VALUE of public school property in Wake county is reported at \$32,000.

WAKE FOREST ACADEMY, Prof. L. W. Bagley, will begin its spring term January 19, 1885.

ST. MARY'S SCHOOL, Raleigh, will begin the Advent term of its forty-fifth session January 26th.

WE TENDER our condolence to Rev. D. Atkins, President of Weaversville College, Buncombe county, on the death of his little daughter.

MR. E. C. BRANSON, of Wilson, writes the *Southern Normalist* that he can put forty good Normalists into good positions next year.

CAPT. S. A. ASHE, the talented editor of the *News and Observer*, will deliver the address at the closing exercises of Oakdale Academy, December 18th.

THE *Democrat* claims that more students go to the different colleges of the State from Scotland Neck than from any other town of its size in North Carolina.

TREASURER J. B. NEATHERY, of Wake county, paid for public schools this year \$24,027.02—the largest sum ever paid for public schools in any county in North Carolina.

THE TEACHERS' ASSOCIATION of Duplin county held a very interesting meeting on the 13th inst. The County Superintendent, Mr. B. F. Grady, Jr., is a faithful and efficient worker.

REV. J. C. CLAPP, President of Catawba High and Normal School, gives notice that the forty-first session of that institution will open January 5, 1885. He enrolled 150 pupils last session.

REV. JAMES SPRUNT, D. D., a Presbyterian minister, and for many years a successful teacher, died at Kenansville a few days ago, aged 66. He was a botanist, a classical and *belles-lettres* scholar and linguist, a devout Christian and eminent minister.

PROF. A. I. BUTNER, County Superintendent for Forsyth, reports 2,416 white and 632 colored pupils enrolled during the year in the public schools of that county. There are fifty-six houses for whites, valued at \$6,660, and seventeen for the colored, valued at \$2,020.

REV. P. R. LAW, the efficient County Superintendent of Public Instruction for Chatham, reports seventy-one public schools for the whites and fifty-one for the colored. There were enrolled in the white schools 3,049 and in the colored 2,850. In all respects his report shows perceptible progress.

NEW BERN modestly steps to the front with an elm switch in her hand, and points with pride to her new \$9,000 academy building just completed. Looking back down the corridors of time at the long line of illustrious names borne on the rolls of her old academy—the first established in the State—we raise our hat and shout "Well done, noble old Athens."

THE KERNERSVILLE *News* says: North Carolina needs an agricultural and mechanical college, chartered by the State and under the control and management of the State, where practical education could be gotten cheap. Such a school would be second only to the University in usefulness. The demand in the South is for practical education, procured at as little expense as possible.

OAK RIDGE INSTITUTE is one of the most progressive and successful schools in the State. The handsome new catalogue shows an enrollment of 214 students during the year. The enterpris-

ing principals, Professors J. A. and M. H. Holt, have just completed one of the finest private school buildings in North Carolina. The new term begins January 5th, 1885, under specially favorable auspices.

WE SEE in the *New England Journal of Education* that Dr. Curry, the general agent of the Peabody Educational Fund, in his last report to the trustees, gives the Charlotte graded schools, whose success has been so marked, a prominent notice. He speaks of the excellent corps of teachers and the unusually large attendance both at the white and colored schools, and truthfully concludes "that the strong hold which the schools have on the confidence of the people is largely due to the efficiency of their able Superintendent, Prof. T. J. Mitchell."

A WRITER in the *Winston Sentinel* tells why the Sauratown Mountains in the north-western part of our State were so named. He says an Indian tribe known as the Sauras once had a village near these mountains and hence they were called by the whites "Saura-town Mountains." The chief of the Sauras was Dan-apa-ha, and from his name we get the name of the Dan River. Curious flints, pottery, beads and little mounds are all that is left to show that the red man of the forest once roamed these fair fields, "monarch of all he surveyed."

A LITTLE BOY'S FIRST RECITATION.

I think it's not an easy task
To speak a piece in school,
But still I do not like to ask
To be excused the rule;
For little boys must some day take
The places of the men,
And if they would good speakers make,
Must try and try again.
This be our motto; and now here
I'll close my little rhyme,
Hoping, should I again appear,
To better do next time.

—*Good Times.*

NORTH CAROLINA TEACHERS' ASSEMBLY.

PROCEEDINGS.

HAYWOOD WHITE SULPHUR SPRINGS (NEAR WAYNESVILLE),
Wednesday, June 25, 1884.

EIGHTH DAY—MORNING SESSION.

The session, in consequence of the continued rain, was held upon the verandah of the hotel.

Rev. R. A. Sentell, of Waynesville, opened the meeting with appropriate prayer.

On motion of Prof. I. L. Wright, a committee consisting of three ladies and three gentlemen was appointed "for the purpose of reconsidering the question as to name of the organization, to select a more satisfactory name, if possible, and report to-morrow morning."

This committee was announced by the President as follows:—I. L. Wright, Thomasville; E. C. Branson, Wilson; J. W. Gilliam, Morton's Store; Miss Sallie A. Grimsley, Snow Hill; Miss Mary R. Goodloe, Asheville; Miss Eliza Pool, Oxford.

By special request, Miss Mary R. Goodloe then delivered to the Assembly an excellent essay upon "The Teacher and Methods." This essay was delivered in a most pleasant manner, every word carefully and distinctly uttered, with accent and pronunciation perfect, and the entire assembly followed her words with the utmost attention.

"The first duty of a teacher," she said, "being care of her physical strength, neglect it, and there follows the train of headaches, neuralgias, and nervous affections of all sorts, that unfailingly raise the sufferer's voice, sharpen her tones and sorely try, not only her own temper, but that of all her pupils; and a badly managed school is the result. Care and advancement of the mental powers are clearly the duties of all mankind, but above all, do these duties pertain to us. To read good literature, and to interest our pupils in it, should be a chief aim in our labors. To *help children love books*; when this is being effected, a good

and great work is being wrought in our school-rooms, and an excellent aid has been given to the all-important training in self-control which brings us to the third point in our culture of self—for the teacher who cannot exert control over himself or herself is in a deplorable condition. We heard yesterday that all trainers of the young should be Christians. That is well, but let us strive to be *more* than that: let us be intelligent Christians. Let us make ourselves so great, and our work therefore so good, that the educational body shall become a power for good in the land. Methods are good, many of them, but **THE TEACHER MUST BE GREATER THAN THE METHOD.** There was no royal road to learning, nor is there to-day. Conscientiously, faithfully must we delve and toil up the steep ascent, leading our pupils along with us, and helping them to *love* the wonderful heights of knowledge above, thus helping them, though unconsciously, to hate the mire of ignorance and sin below. Let us then strive to make ourselves so great and our work so good that the lament of Herder, the German philosopher of a hundred years ago, may no more be heard. That, on the contrary, its importance to individual and material welfare will surely be fully recognized, and the world itself be made to feel that there can be no nobler motive for conscientious research and wise reflection than the hope of making a serviceable contribution to the science of all sciences, education."

The first regular topic for the morning's consideration was then placed upon the blackboard as "The New Education; what is it?" and the appointed speaker, Professor H. H. Williams, of LaGrange, addressed the Assembly. He said:

"This is an interesting topic to all teachers, as these 'new education' methods are finding their way into the schools all over our land and oftentimes we are practicing these advanced ideas without being aware of it. These new methods were formulated by the most eminent teachers, after the most extensive experience in the school-room, and if pupils were seen to make more rapid progress in being taught the new way, it was well for every ambitious teacher to carefully consider and examine these methods and see if any were suited to his or her particular school."

Prof. H. L. Smith followed in a few admirable illustrations of some of the New Education methods which he is daily using in his school. He does not endorse the spelling-book, nor use it in the old way at all, but depends more upon the word method—teaching by objects and things as wholes. His method of teaching grammar was also explained and illustrated in a forcible manner. "Correct expressions may be taught by putting upon the blackboard every ungrammatical speech that is heard in the school-room during the day, then by its side write the correct sentence and explain the incorrectness."

Prof. Reinhart did not like too much "New Education," and he heartily approved the spelling-book as an exceedingly valuable aid in teaching spelling.

Prof. McIver said all the best teaching must proceed from the known to the unknown in gradual stages. He used the board very forcibly in making clear his ideas of true teaching, and during his remarks he gave some good hints as to making a child pronounce correctly by combining words with the same vocal sounds, as "Not, dog, log, God, boy, hog," &c.

Miss Mary Pescud did not think that correct and incorrect sentences should be written together on the board, as the child would become confused and not be able to decide afterwards which had been explained as the correct expression.

Miss Mary Woodward thought the blackboard plan a good one, because "the children *will hear* the 'bad grammar' on the streets and in the houses and this must be guarded against and offset by free use of the board and many talks upon the subject."

Mr. E. W. Carpenter, of Tito, also liked the "blackboard plan," for a short time, "but the children will soon get tired of writing down the bad sentences, and then what method is to take the place, or how is the interest to be rekindled?"

Prof. Smith, in reply to this important query, said that children and grown people would tire of almost anything if they were gorged upon it, and so they would of 'bad grammar'; but there will be no lack of interest if they are not given too much grammar at one time.

The second topic for the consideration of the Assembly being stated as "Physical Training," this very important question was skillfully handled by Prof. H. L. Smith in an excellent address upon the following outline:

VARIOUS CONSIDERATIONS SHOWING THE IMPORTANCE AND NEED OF PHYSICAL TRAINING.

1. *Theoretical*.—(a) The intimate relation and interdependence of mind and body. They act and react on each other.

(b) The body and its organs are the means by which the mind obtains its knowledge. Mind alone cannot communicate with matter.

(c) It is through the body that the mind holds communion with other minds. Without the body and its organs the mind is powerless and alone, incapable of receiving or communicating knowledge, or of influencing other minds.

2. *Practical*.—(a) Actual pain of ill-health and disease.

(b) Loss of the pleasure arising from perfect health.

(c) Loss of working-power and usefulness occasioned by ill-health and disease.

(d) Imposition on one's friends. Sickness is selfish, continually absorbs from others without rendering due return.

(e) Frequency of bodily deformity and lack of physical completeness.

(f) Transmission of all these ills to one's posterity.

(g) The fact that Americans, and especially American women, are noted over the world for ill-health and lack of bodily vigor.

Course to be Pursued.

1. Correct obvious physical defects and bad habits.

(a) Hobbling or awkward gait.

(b) Carrying one shoulder higher than the other.

(c) Allowing shoulders to drop forward on chest.

(d) Curved back or rounded shoulders.

(e) One-sided carriage of body.

(f) Turned-in toes.

(g) Ungraceful attitudes, bad habits of breathing, sitting, etc.

2. Adopt such a course of Physical Exercises as shall keep the body vigorous and in good working order.

NOTE.—In choosing Calisthenic Exercises, let utility and not beauty be the basis of selection.

Make the school play-grounds pleasant and attractive; fit them with the various appliances for active bodily exercise and instruct the pupils in their use; encourage the pupils of both sexes in all out-door sports and games conducive to physical development.

Prof. McIver, in speaking upon this topic, specially emphasized the importance of thorough ventilation in all our school-houses, as breathing good and wholesome air is essential in all our efforts at physical education. Let the motto on this point be "good air in our churches and schools."

Rev. W. B. Harrell said that the teachers must be careful in setting their pupils a good example in this direction, and, therefore, ought never, under any circumstances, to use tobacco in any form while in the school-room, nor permit any pupil to use it during the hours of school.

Miss Mary Pescud strongly advocated the necessity of special and systematic physical training every day of the term, and "let the children be well informed as to all the "whys" and "wherefores" in everything connected with this training of their bodies to health and exercise.

Several short and very entertaining speeches were made upon this subject, until the matter seemed to be specially full of interest. Each teacher exhibited an evidence of having given much thought to this question during the previous terms of their schools, and clearly expressed a desire to be better informed as to the method of introducing this branch of training more fully into their schools.

A special resolution was adopted requesting Miss Florence Slater, teacher of Calisthenics in St. Mary's School, Raleigh, to give the Assembly a lesson in that popular exercise, that its merits might be better understood. Miss Slater kindly consented, and the hour for the Calisthenic drill was fixed at six o'clock this P. M., and the Assembly then adjourned until that hour.

WEDNESDAY AFTERNOON, SIX O'CLOCK.

The lawn in front of the hotel had been carefully mowed for the Calisthenic exercises, but a very heavy rain beginning to fall just at the hour for the work, the meeting was transferred to the veranda of the hotel. The entire Assembly was in attendance at this exercise, and there was also a good number of visitors from the town. A class of twelve ladies was formed and placed in position on the veranda. Miss Florence Slater, the teacher, in a very neat-fitting semi-Calisthenic costume, occupied a temporary rostrum erected in the angle of the veranda. The music for the exercises was furnished by the Italian band from Raleigh, under the leadership of Professor Mike Siderio.

Miss Slater is one of the most proficient teachers of this art in the State, and the exceedingly graceful little woman is thoroughly acquainted with all the branches of this most healthful and graceful exercise, and her very great skill won the closest attention and sincerest admiration of all spectators. The simple and regular motions were nicely given by the teacher and followed by the class, after which Miss Slater, by request, gave an exhibition of the new "movement and posture" exercises which she had lately learned in New York from a very experienced foreign

instructor. The exceeding great beauty of these figures, kneeling, bowing, moving backward and forward, combined perfectly with the appropriate gestures of the arms, and all harmonized so gracefully with the soft and low music of the harp and violin, that a most pleasing impression was left upon the minds of all who witnessed the exercises.

Adjourned till to-morrow at 10 o'clock.

The Treasurer of the Assembly, Mr. R. S. Arrowood, of Concord, has just sent to all members-elect a reminder that the fees are due on the first of January. It is desirable that the amounts be forwarded to the Treasurer as early as possible, that the committee may know what amount of funds will be available for the uses of the next session. Upon receipt of the fee the Treasurer will forward a "Certificate of Membership," which will entitle the holder to all the privileges of the Assembly, including the special rates of railroad fare and board at the hotels. The reductions cannot be obtained by any person not in possession of the certificate, because these unusual privileges and great reductions are made only for active members of the Assembly. Every effort will be put forth towards making the coming session of the Assembly one of the most delightful and profitable teachers' gatherings ever held in the Union, and to this end there will be secured the attendance of some of the ablest educators ever in the South.

MEMBERS OF THE ASSEMBLY—CONTINUED.

Miss A. E. Green, Dutchville.

Miss M. Ellen Gilliam, Gulf.

Miss Florence Byrd, Troyville.

J. A. W. Thompson, Oakdale.

W. G. Randall, Marion.

A. R. Morgan, Troyville.

E. Y. Perry, Trenton.

J. A. Holt, Oak Ridge.

M. H. Holt, Oak Ridge.

EDITORIAL.

SEND IN THE REPORTS.

THE LAW REQUIRES County Treasurers and County Superintendents of Instruction to report annually to the State Superintendent the amount of money received and expended for public schools; how much paid for teachers; how much for houses; the number of schools, their length, the number of children attending, &c. Now, we do hope that all these officers will see the necessity of promptly complying with the requirements of the law.

The Legislature will meet early in January, and it is indispensable for its members to know what has been done in the matter of public schools, in order that they may clearly see what changes, if any, are required in our system.

Officers are sworn to obey the law—the law requires these reports—therefore let there be no excuse, and let the reports be sent in without delay, that our State Superintendent may, for once, be enabled to make a full report.

TO THE GREAT MULTITUDE of noble men and women engaged in training the youth of our land, we wish a “Merry Christmas” and a New Year filled with health, happiness and prosperity.

THE NUMBER of teachers in North Carolina will in a few years be considerably enlarged by the county students at our University, who by the Act of 1881, are required to promise the Trustees of the University in writing, “to teach in some school in the State for a period of time of at least half the length of that during which he may receive such free tuition of the University.”

A CORRESPONDENT of the *Raleigh Chronicle* suggests that enquiry be made into the feasibility of reclaiming the large bodies of swamp lands in the Eastern part of the State, owned by the State Board of Education, by means of convict labor. If these lands can be successfully drained, they will not only bring a good sum of money into the Public School Treasury, but will be a perpetual source of revenue to the State. This a subject of great importance, and we trust that the General Assembly at its coming session will give it that consideration due to its magnitude.

WE ARE HAPPY to announce that arrangements have been made towards securing the attendance of Col. Francis W. Parker at the coming session of the Teachers' Assembly. It has long been the desire of our teachers to meet this prominent and progressive educator, whose "New Education" methods are attracting the attention of the world; and his lectures given to the Assembly will be of the greatest benefit to the cause of education in our State. Every day of Col. Parker's vacation is in the greatest demand by educational gatherings throughout the Union, but he has kindly given preference to our Teachers' Assembly, and we know that a very large number of enthusiastic teachers will greet his coming next summer.

THE NEW YEAR promises to be more prolific of educational enterprises and successes than any previous one in the history of the State. The large appropriation which is expected from Congress will no doubt be given for the advancement of the schools, and this extra fund will cause a gigantic educational impetus in every State which receives a liberal portion. In view of this, and as a means towards promoting this desirable growth of educational interest, would it not be well for each teacher to take advantage of every facility for improvement in teaching ability, and thus make each piece of our educational machine in perfect harmony with all other parts, thereby securing for the children the greatest possible advantage which the expected increase of facilities will promise?

PERSONAL.

MISS MATTIE NOBLE is teaching near Trenton, Jones county.

MISS MOLLIE GILES, of Kittrell, has removed to Trinity College.

MRS. N. M. NORWOOD will soon open a female school at Henderson.

MISS ELIZA OLIVER is teaching school at Vanceboro, Beaufort county.

MR. D. A. BRINKLEY has a good school at Lewisville, Forsyth county.

REV. MARCUS L. WOOD has resigned the Presidency of Trinity College.

MISS IDA POTTS is teaching Vocal and Instrumental Music at Washington.

MR. W. H. SPEARS has just opened a school at Johnson's Store in Wake county.

MR. M. C. PATTERSON is Principal of the Jack's Creek Graded School at Day Book.

W. W. KITCHEN, A. B., is Assistant Principal of Vine Hill Academy, Scotland Neck.

REV. J. H. BOOTH will take charge of the new Academy at Lick Creek Davidson county.

MISS BELLE MANN, of Wilmington, has a good school at Woodville, Columbus county.

MR. ROBERT WARD's school at Bethel, Pitt county, is reported in a flourishing condition.

REV. DR. N. C. HUGHES' school at Chocowinity, Beaufort county, has an increased attendance.

MR. N. D. JOHNSON, of Apex, will open a school at Spring Hill, Richmond county, early in January.

MISS IONE PARKER takes charge of the Music Department at Oak Ridge Institute for the next year.

DR. JAMES H. SCARBOROUGH has been elected County Superintendent of Instruction for Jones county.

MRS. HARGRAVE will begin the next session of her school at Snow Hill, on the first Monday in January.

MR. W. B. BAGWELL, Associate Principal of Cary High School, will enter the ministry of the Baptist Church.

WE REGRET to learn that Miss Lou Daniel, Music Teacher in the LaGrange Collegiate Institute, has been quite sick.

MR. J. W. GILLIAM has a very prosperous school at Morton's Store and bright prospects for a still larger attendance.

CAPT. J. J. FRAY is again confined to his room by severe illness. The sincerest sympathy of his friends is cordially extended.

PROF. A. W. LONG, who has been assisting Prof. Mangum at the University, has been elected to a professorship at Trinity College.

MISS ADDIE M. KIRKPATRICK has resigned her position as teacher in the Primary Department of LaGrange Collegiate Institute.

MISS BETTIE KINSEY, formerly of the Kinston School, has taken charge of the Primary Department of LaGrange Collegiate Institute.

MR. W. H. HAND, as Principal of Pine Forest Academy, near Goldsboro, is succeeding in building up an excellent and prosperous school.

A. B. NEVILLE FERNS, A. M., is Principal of Stoneville Classical and Commercial Academy for both sexes, at Stoneville, Rockingham county.

MISS ANNIE TIMBERLAKE, teacher in the Music Department of Chowan Baptist Female Institute, will spend the holidays at her home in Raleigh.

MR. EDMOND ALEXANDER has resigned as Superintendent of Public Instruction for Tyrrell county, and will take charge of the Preparatory School at Plymouth.

JOSEPHUS DANIELS, Esq., the versatile editor of the *Wilson Advance*, will deliver the address at the closing exercises of Mr. S. E. Eure's school at Black Creek, December 19th.

MISS EMMA PITTMAN, of Kinston Graded School, was married on November 4th to Mr. Geo. B. Webb, of Kinston. This is the third teacher married from this school since its organization.

REV. R. L. ABERNATHY, President of Rutherford College, has in the past thirty-one years, given free tuition to 1,378 students. Estimated at \$100 each, the sum aggregates \$137,800, but who can estimate the good accomplished by the self-sacrificing efforts of this noble Christian gentleman?

TEACHERS' BUREAU.

[THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

POSITIONS WANTED.

43. A lady, specially qualified for teaching intermediate branches, though well acquainted with modern primary methods. Good testimonials furnished.

TEACHERS WANTED.

A teacher to take charge of a primary department in a high school. A lady acquainted with Normal methods preferred.

THE
North Carolina Teacher.

VOL. II.

RALEIGH, JANUARY, 1885.

No. 7.

[For the North Carolina Teacher.]

BE PATIENT.

—

BY MRS. IDA HARRELL HORNE.

—

Thy task, perhaps doth vex thee,
And oft'times comes despair
While telling one thing o'er and o'er,
With wrinkled brow of care.

'Tis old to thee, and tiresome,
But then 'tis new to them;
And some one must disclose the buds
That bloom on wisdom's stem.

Remember *thy* first efforts,
To grasp the hidden things:
How oft a kind and cheerful word,
A sudden radiance flings!

The child who sits and worries
O'er some dark problem now,
Her eyes half wet with starting tears,
Hands pressed to throbbing brow,

Needs but one harsh word spoken,
In quick and angry tone,
To crush the heart, and dull the thoughts—
Be patient with each one.

The scolding, fretful teacher
 Is something we deplore;
 The frown upon her own dark face,
 Casts deeper shades before.

O come with smiling faces,
 Be gentle, kind and true;
 Ask help from One who strove with love,
 His life's great work to do.

ERRORS IN SPEECH.

BY JAMES MASON.

The following, collected from many sources, are by no means all the common errors met with in speech, but there are quite enough to put you on your guard.

When people set about murdering the English language, they usually begin with the small words: thus we find a great many errors arising from the wrong use of pronouns.

"You are stronger than *her*," says Mary, "and she is taller than *me*."

Here are two common errors in one sentence—*her* should be *she*, and *me* should be *I*.

"This is a secret," says Alice, "between you and *I*." Wrong, Alice; you should say, "between you and *me*."

"Eliza went with Kate and *I*." Here, again *I* should be *me*.

"Was it *her* who called me?" *Her* should be *she*.

"It is *me* who am to blame." *Me* should be *I*.

In "let each of you mind *their* own business," the *their* should of course be *her* or *his*.

Who and *which* are often confused. Long ago both words used to be employed to stand for persons; but nowadays *who* is

used when speaking of persons, and *which* when alluding to things. Thus, "the lady *which* I spoke to" ought to be "the lady to *whom* I spoke."

"Who do you think I saw to-day?" is a phrase often heard. Who should be *whom*. "Who do you mean?" Say, "Whom do you mean?"

Many of our errors arise from attaching wrong meanings to words.

Reverend and *reverent* are very different words, but they are often confused. *Reverend* is the subjective word, describing the feeling within a man as its subject; *reverent* is the objective word, describing the feeling with which a man is regarded—of which he is the object.

The words *lie* and *lay* are very often wrongly used. The first is a neuter verb—"a vessel *lies* in a harbor." The other is an active transitive verb—"a hen *lays* an egg." It is decidedly bad grammar, then to say, "My cousin *lays* ill of a fever"; "The books were *laying* on the table"; "The boat was *laying* outside the bar."

Another common error in regard to the meanings of words is found in such sentences as, "Lena walked down the *centre* of the street," and "the stream ran down the *centre* of the town." Both Lena's walking and the stream's running are impossible performances, for a *centre* is a *point*.

Some people fail to distinguish between *quantity* and *number*, and say, "There was a *quantity* of people present," instead of, "There were a *number*." Thackeray and Sir Walter Scott have both fallen into this error.

In connection with numbers, one frequently hears the *two first* used, when it ought to be the *first two*. It is by no means a matter of indifference which you say. The girls at the top of two different classes would be the two first girls. The first and second girls of the same class would be the first two girls.

There are also errors connected with superfluous words. "Open *out* the parcel," is one of these. The "*out*" is not needed.

"Lead sinks *down* in water." *Down* is superfluous.

"Equally *as* well." Omit the *as*.

"Whose are these *here* pins?" is a very common phrase, to be mended by omitting the "*here*."

For is often employed unnecessarily, as in "She came to Saratoga *for* to drink the waters." This would have passed as good grammar in old English, but it will not do in these times.

"One of my great difficulties," says Annie, "is in connection with verbs. Should I say 'news *is*' or news *are*?"

That depends entirely upon circumstances. Sometimes the verb should be in the plural, sometimes in the singular.

"Another difficulty! Should one say, 'Either you or I *are* wrong?' or 'Either you or I *am* wrong?'"

The latter is grammatically correct.

We have an example of the verb in a wrong number in the sentence, "One of these houses *were* sold yesterday." Here the ear is misled by the plural noun "houses." We forget that the verb should be "was," agreeing in number with "one."

"Each of the girls *are* to have a separate share." This is an error of the same sort. *Are*, of course, should be *is*.

The question has been raised whether we should say, "Two and two *is* four, or *are* four," and it has been laid down by some people as a rule that in all abstract cases, when we merely speak of numbers, the verb is better singular; but there is as much authority, perhaps more, on the other side.

A number of miscellaneous errors remain to be mentioned.

"*I shall be much pleased to accept* your kind invitation for Wednesday first." This should be, "I accept with pleasure," for there is nothing future about your acceptance.

An every-day mistake among the half-educated consists in the use of *like* in the place of *as*. For example: "*Like* she did; "*Like* I do now"; "*Like* we were"; "*Like* she told me."

"Six *spoons full*" and "six *spoonfulls*" are different things, though often confounded. To take "six *spoonfulls*" only *one* spoon is needed, but for "six *spoons full*" you must have *six* spoons.

The use of *directly* instead of *immediately* is a common error. "Directly Mary came," says Julia, "I went away."

May one say "*well-looking*" instead of "*good-looking*?" No. *Well-looking* has no standing in respectable society.

"Blanche is as different *to* Georgiana as she could be." Here *to* should be *from*.

"I intended *to have played* on the piano to-day." This should be, "I intended *to play*."

Names of places are often pronounced wrongly, but it is hardly in good taste to make oneself conspicuous in company by giving the local rendering of the name of any town or district when the general and outside public have made up their minds that it should be pronounced differently.

[For the North Carolina Teacher.]

AN INDUSTRIAL SCHOOL.

BY G. L. GREESON, TYRO, N. C.

A mechanical and agricultural college is North Carolina's greatest need. The State now has six hundred thousand dollars, the proceeds from the sale of the Western North Carolina Railroad. With this money on hand what excuse can be given for a further delay? Will not North Carolina now make good her pledge for the one hundred and forty thousand dollars which she received from the United States government for this express purpose? Is it not the duty of those who claim to represent the people, to look after this matter? A further delay in this matter is an injury to those for whom this gift was intended. The so-called agricultural feature of the University is good, as far as it goes, but it does not fulfill the obligations of the State nor will it satisfy the wishes of the people when fully enlightened on this subject. Brother teachers, we want a word from you.

[For the North Carolina Teacher.]

A DISCRIMINATION BETWEEN COMMONLY ACCEPTED SYNONYMS.

BY C. F. SHERRILL, CONCORD, N. C.

Custom and Habit. Custom respects an action, and habit is the effect of the repetition. Custom has reference to the action and habit to the actor. By the custom of walking we acquire the habit of activity.

Pride and Vanity. Pride is inordinate self-esteem, and "the never-failing vice of fools." Vanity is an unreasonable desire for the flattery of others. "Pride is more common among men, and vanity among women." A person can be too proud to be vain.

Felicity and Beatitude. Felicity signifies the state of being successful, or having the sensual desires satisfied. We enjoy corporeal felicity, and spiritual beatitude.

Wit and Humor. Wit is quick and brilliant; humor continuous and even. Wit is the bright and irregular flash of a meteor; humor is the constant and uniform light of the sun. "In conversation humor is more than wit."

Courage and Fortitude. Courage enables us to encounter difficulties; fortitude, to endure pain. Courage meets dangers and attempts to repel them. Fortitude is that firmness of mind which supports pain. Courage may disregard dangers and be a vice; fortitude is always a virtue. "Leonidas displayed courage at Thermopyle when, with three hundred Spartans, he opposed the entire army of Xerxes; Caius Marcus displayed fortitude when he stood unmoved with his hand in the fire."

Genius and Talent. The word genius is derived from the Latin word *gigno*, to be born, signifying what is peculiar to any one and not derived from others. It is the innate bent of mind. Like imagination, it is creation. The modern meaning of talent comes from the Saviour's parable of the talents. It signifies any-

thing that can readily be put to use, anything of practical utility. A person may have talent without genius, but a man of genius is rarely without talent, for genius creates talent. The poet has genius, and the historian talent.

Imagination and Fancy. Imagination is closely allied to the word image, and in its etymological sense means to bring images before the mind. Imagination creates new ideas, while fancy combines old and familiar ones. Imagination bodies forth the form of things unknown and gives to airy nothing a local habitation and a name. Fancy revels over known and familiar scenes, while imagination creates and peoples new worlds. We speak of the imagination of the poet, and the fancy of the artist.

Knowledge and Wisdom. Knowledge is synonymous with learning and information. Wisdom is knowledge put to a right use, "the best use of the best means to the best end." "Knowledge dwells in heads replete with thoughts of other men. Wisdom in minds attentive to their own." Knowledge is a lumber-house full of boards of every conceivable size and shape. Wisdom turns this pile into beautiful and useful pieces of furniture. "Knowledge is a rude, unprofitable mass, the mere material with which Wisdom builds." "Knowledge is power"—the ungathered power of a mountain torrent. Wisdom is this power caught up and made to turn machinery.

[For the North Carolina Teacher.]

THE SCHOOL MAKING ITS OWN DISCIPLINE.

BY JOHN S. SMILEY, COUNTY SUPERINTENDENT, SWAIN COUNTY, N. C.

We invited our pupils to write a list of those things which they considered disturbances to school work, in which they gladly participated.

The result almost astonished us, coming as it did from pupils of the tender ages, and from a district country school, but here is what they wrote :

"Disputing, quarrelling, fighting, swearing, lying, stealing, whispering or talking and laughing in time of school; black-guarding, climbing; moving about unnecessarily, scribbling upon the seats, house, or another's paper or books; going out-doors too much; walking too heavy upon the floor; spitting upon the floor; studying too loud; not trying to learn, and disobeying the teacher," which were unanimously adopted as the great hindrances to school.

Then followed the covenant, which was also signed by all. We give it, hoping that it may be as serviceable to some other teachers and schools as it is to ours.

SCHOOL COVENANT.

"We, the undersigned pupils of the public school in District No. 15, Swain county, North Carolina, session 1884, do covenant and agree together to avoid all disturbances and nuisances named herein (Here read the things named).

And we do further covenant and agree to act with every degree of politeness to each other, the teacher and all other people, and endeavor to carry out good order in our school.

We do further covenant and agree upon the part of each to promote the welfare and advancement of our respective classes in every possible way; to avoid what we know to be wrong and endeavor to do what we know to be right.

We further agree to be at the school in due time each day, never acting the truant, and to return speedily to our homes when school is dismissed; to strictly follow the programme of our school and directions of the teacher at all times."

The following are the names of the committee on discipline and the writers upon this occasion: J. S. Bradley, Julia A. Enloe, J. T. Sharpton, Arminda E. Bradley, M. Jane Nations, E. Alice Nations, M. Etta Beck, Cora R. Smith, Lizzie C. Brown, Julia A. Mathis, S. Modena Mathis, M. Eva Bradley.

It is truly gratifying to enjoy the peace and order of this school, in which the pupils run their own government.

Bless the dear TEACHER, and the children of the State, and all who are in the school work.

THE TEACHERS' ASSEMBLY.

The Committee on Arrangements has carefully considered the claims of all the places mentioned as suitable for the next session of the North Carolina Teachers' Assembly, and the choice has been unanimously given to Black Mountain. The selection of place was made before the death of Professor J. J. Fray, the President of the Assembly, and his preference was decidedly in favor of Black Mountain as best suited to our purpose and easiest of access to the teachers of all sections of the State. Taking Raleigh as a central point, it was ascertained that the expense of a trip to Nag's Head would be nearly twice as great as that incurred in reaching Black Mountain, though the distance to the latter point is much further. The Secretary of the Assembly has just made a special visit to Black Mountain for "spying out the land" and the place was found to be specially adapted to the requirements of the Assembly, and in many respects superior to all other points.

THE PLACE OF MEETING.

Black Mountain is situated on the Western North Carolina Railroad, just sixteen miles from Asheville, three miles from Swannanoa tunnel and ten miles from Round Knob. It is in the heart of our most beautiful mountain country, on the top of the famous Blue Ridge, and every conceivable advantage of loveliness of mountain scenery is possessed by this point. A new and well-kept hotel is at this place and the proprietor is now engaged in the erection of additional sleeping-rooms, so that the members of the Assembly may be assured of obtaining every possible comfort, convenience and accommodation during their sojourn among the mountains. Among the special comforts will be a large assembly hall conveniently situated and arranged for the daily sessions, affording ample room for all the members and guests, and undisturbed facilities for transacting the business of the meeting. The altitude of Black Mountain is 2,500 feet, being 300 feet higher

than Asheville, and nearly 2,200 feet above Raleigh. There is the greatest abundance of purest mountain water and the freshest, most invigorating mountain air. The roads are in good condition for delightful drives, and there are unlimited facilities for pleasant rambles and strolls among the cool, shady valleys, along the mountain hill-sides, or down the railroad to the Swannanoa tunnel.

The "Mt. Mitchell Hotel," just erected at Black Mountain, is one of the best arranged and furnished houses to be found in Western North Carolina. The enterprising proprietor, Mr. J. M. Stepp, has had special consideration for the pleasure of his guests in all the arrangements of his house. The rooms are well furnished and well lighted, and each one supplied with electric bells. Hot and cold water baths are also provided. The building has three stories, with long, roomy verandas on all sides; there is also a tower, with an observatory on top, from which a most magnificent view is obtained of imposing mountains and fertile vales. Black Mountain is the nearest railroad point to the famous Mitchell's Peak, the highest mountain in the United States east of the Rocky Mountains. It is only fifteen miles from the hotel to Dr. Mitchell's grave, on top of the mountain, and parties will make the ascent often during the session of the Assembly.

SPECIAL ADVANTAGES.

There are many advantages to be found at Black Mountain which will be appreciated by the Assembly. The place is on a regular trunk line of railway, thus providing certain trains every day; a telegraph office is at the hotel, affording instant communication with all points; the best of medical attendance may be obtained from Asheville in a very short time when needed; the place is entirely free from the objectionable class of guests which sometimes infest popular and fashionable summer resorts; the patronage of the hotel will be almost entirely under control of the teachers and their friends during the session, as no persons will be entitled to the special rates and privileges except

members of the Assembly, thus insuring an exceedingly select and pleasant company of visitors, such as will be thoroughly agreeable to one another. Membership can be obtained only by sending the name to the Secretary at Raleigh, with the fee of two dollars for males and one dollar for females.

EXPENSES OF THE TRIP.

The expense of this delightful mountain sojourn will be very moderate, much less than the trip of last summer to Waynesville. Col. Andrews, the President of the railroad, has been very liberal in his arrangements both as to rates and privileges, and has shown every disposition to grant to the Assembly every possible favor. The tickets will be for the *round trip*, good for six weeks, and each purchaser has the privilege of stopping anywhere along the route in returning. Fare from Raleigh will be \$7.85, and the tickets will be equally as low from all other leading points throughout the State. A full table of fares will be announced in next issue. Rates of board at the hotel at Black Mountain will be \$1.00 per day for all time under one week, and from one to six weeks \$6.00 per week of seven days each. These rates are largely reduced from the regular summer rates and thus afford a healthful and enjoyable mountain trip at about one-half the expense of going at any other time or in any other way. These privileges are offered to all teachers and their friends, but cannot be obtained by any person except upon presentation of a "certificate of membership in the North Carolina Teachers' Assembly." Special rates have also been secured from Mr. Chedester, proprietor of the Grand Central Hotel at Asheville, at \$1.00 per day for teachers who desire to spend a few days in the "Queen City of the West."

BENEFITS OF THE ASSEMBLY.

The teachers who attended the session last summer at Waynesville, well know how greatly they were benefited by the general

meeting and acquaintance with so large a number of active and ambitious co-workers in the cause of education; and how much valuable aid was given to each one by the clear and admirable discussions and lectures upon the most important methods of school-room work. The influences of that meeting have been felt throughout the whole State and are still seen in almost every school. The benefits of the next session will be far greater than those received last summer, because this coming session will be much more largely attended and will have among its members almost every one of our leading teachers, male and female, in the State. The subjects considered will be carefully selected as the most practical ones in our school work, and the lecturers will be fully prepared to discuss the subjects chosen. The greatest "New Education" advocate in the Union, Colonel Francis W. Parker, will be present at the meeting and deliver several lectures upon subjects which are of the most vital interest and importance to every teacher. His "talks upon teaching" will create the highest enthusiasm and his coming will give a greater impetus to education in North Carolina than that of any other man who has ever been within our borders. Such has been the result of Colonel Parker's work in every State which he has visited, and larger and more enthusiastic crowds of teachers have listened to him than to any other educator now living. Added to these attractions will be valuable addresses by prominent teachers of our own State, as Major Finger, Major Bingham, Dr. Battle, Captain Dugger, Professor Tomlinson, Dr. Simmons, Hon. J. C. Scarborough, Dr. Richard Lewis, Professors Moses, Duncan, Thomas, Reinhart, Branson, Hobgood, Morson, Mitchell, Burwell, Smedes, and many others who are directing the educational thoughts and methods of our school system. Those five or six weeks of rest and rustication during the hot days of June and July, amidst the pure health-giving air of our mountains, just at the close of a weary and exhausting school term, will be of incalculable benefit to the tired teacher and bring renewed strength and energy for the return of fall work.

HEALTH ALPHABET.

As soon as you are up shake blanket and sheet ;
Better be without shoes than sit with wet feet ;
Children, if healthy, are active, not still ;
Damp beds and damp clothes will both make you ill ;
Eat slowly and always chew your food well ;
Freshen the air in the house where you dwell ;
Garments must never be made too tight ;
Homes should be healthy, airy and light ;
If you wish to be well, which you do, I've no doubt,
Just open the windows before you go out ;
Keepest the room always tidy and clean ;
Let dust on the furniture never be seen ;
Much illness is caused by the want of pure air,
Now, to open the windows be ever your care ;
Old rags and old rubbish should never be kept ;
People should see that their floors are well swept ;
Quick movements in children are healthy and right ;
Remember the young cannot thrive without light ;
See that the cistern is clean to the brim ;
Take care that your dress is all tidy and trim ;
Use your nose to find if there be a bad drain—
Very sad are the fevers that come in its train ;
Walk as much as you can without feeling fatigue ;
Xerxes could walk full many a league ;
Your health is your wealth, which your wisdom must keep ;
Zeal will help a good cause, and the good you will reap.

—Selected.

OUR PUBLIC SCHOOLS.

We learn from the report of Hon. J. C. Scarborough, State Superintendent of Public Instruction, just submitted to the Legislature, that during the year 1884 we had in the public schools of ninety-two counties of the State, children as follows:

White males.....	91,644
“ females.....	76,015
Total whites.....	167,659
Colored males.....	54,606
“ females.....	56,633
Total colored	111,239
Aggregate white and colored	278,898

Four counties failed to report, so we may say that we had, in round numbers, 280,000 children in the public schools of the State.

According to the school census, there are in the ninety-two counties reporting, 314,293 white children and 189,988 colored children, making an aggregate of 504,281. The number of school districts was, for whites 2,286, colored 1,181; total 3,467, as reported by ninety-two counties. The number of public school-houses, as reported by ninety-one counties, was, for whites 1,765, colored 794; total 2,559. The value of public school property, as reported by eighty-five counties, was, for whites \$344,510.35, colored \$138,581.63; total \$483,091.98. The number of public schools taught, reported by ninety-two counties, was, for whites 3,845, colored 2,175; total 6,020. The average length of school terms, as reported by ninety counties, was, white schools $11\frac{1}{2}$ and colored $11\frac{3}{4}$ weeks. The number of teachers examined and approved during 1884 was, white males, first grade 1,030, second 1,059, third 203; females, first grade 518, second 530, third 125; total white teachers 3,470. Of the colored there were examined and approved, males, first grade 315, second 600, third 585; females, first grade 109, second 327, third 295, a total of 2,150.

The grand total of white and colored was 5,611. There were held during the year, in thirty-one counties, 55 teachers' institutes, of which 30 were for whites and 25 for colored. The attendance at these was, whites 980, colored 561; total 1,541. The number of teachers attending the white Normal Schools was, white males 532, females 390, model primary 80; total whites 1,002. The attendance of teachers at the colored Normal Schools was, males 276, females 296; total 572. The grand total, white and colored, was 1,574. The number of teachers attending the institutes and normals was 3,715.

THE WORK OF 1884.

The report of operations for the year ending December 1, 1884, gives receipts as follows: balance on hand December 1, 1883, \$181,042.65; poll tax, \$199,627.43; property tax, \$220,916.87; State treasury, \$59,943.14; special poll tax, \$8,303.72; special property tax, \$28,438.26; fines, forfeitures and penalties, \$14,404.38; liquor licenses, \$39,724.88; other sources, \$12,638.83; total receipts, \$765,032.16. The counties of Carteret, Warren and Person make only partial reports. Alamance received \$768.30, Chatham \$1,213.35, Pender \$622.75, from the treasury, of which they make no report.

The disbursements for 1884 were as follows: To teachers for whites, \$264,184.51; for colored, \$152,012.33; school-houses and sites for whites, \$38,613.29; for colored, \$32,075.40; county superintendents, \$10,912.67; registers of deeds, \$2,690; insolvent taxes returned, \$1,516.24; white teachers' institutes, \$969.16, colored, \$838.27; other purposes, \$13,367.50; treasurer's commissions, \$18,025.19; total disbursements, \$535,205.03; balance on hand December 1, 1884, \$229,827.16.

It will be seen that the balance in the hands of county treasurers due the public schools, December 1, 1883, was \$181,042.65, while at the close of the school year 1884 it had increased to \$229,827.16! We hope the Legislature, at its present session, will devise some plan to prevent the public school money accumulating in the hands of county treasurers. We do not wish to

be understood as censuring county treasurers, for they are in no way responsible for the accumulation. But the law should be so amended that if the school committee of a district shall allow an amount sufficient to run a school for one month to remain in the treasurer's hands on the last day of the school year, that the amount so remaining shall be apportioned to the districts of the county for the race to which it was originally apportioned. Probably it would be well to provide that this shall not be done where it is shown by the committee that the money was left in the treasury for the purpose of purchasing land and building suitable school-houses for the use of the children of such district. Or it might be made a misdemeanor on the part of committeemen to neglect the opening of the public schools in the district for which they were appointed, when money has been apportioned to the district to pay for public schools.

THE PEABODY FUND.

The receipts and disbursements of this fund for 1884 were as follows: Receipts, February \$1,000, April \$1,550, May \$950, June \$400, balance \$190; total \$4,000.

Disbursements: To Salisbury Normal, white, \$189.50; Charlotte Graded Schools, white and colored, \$1,300; Kinston Graded School, white, \$500; Goldsboro Graded School, white, \$400; Wilson Graded School, white, \$400; Kinston Graded School, colored, \$300; Wilmington Graded Schools, white and colored, \$600; Franklin Normal School, white, \$50; New Bern Normal School, colored, \$100; Wilson Normal School, white, \$75; Elizabeth City Normal School, white, \$85; Newton Normal School, white, \$90; total disbursements, \$4,090.

ENCOURAGE pupils to photograph or picture the difficult words in their minds and spell them from this picture rather than from the recollection of the order of the letters by mere repetition.

BETTER PAY AND BETTER TEACHERS.

The State *Chronicle* holds that the office of Superintendent of Schools ought to be the most important office in the State. To thus dignify it we must raise the salary and make it so desirable that young men of talent and education and broad culture will go into the profession of teaching, and have before them an eminence in that profession which would be honorable to aspire to fill. In the last few years the *Chronicle* is pleased to know that many of the best educated and most talented young men in the State have adopted teaching as their profession. They are ambitious young men. They are not content to remain in a profession unless they see before them some chance of promotion. To make the educational system what it should be, we need—we must have—the services of the young men. To induce them to enter the profession—to prepare themselves to become practical and successful teachers—the State ought to hold out every possible inducement.

[For the North Carolina Teacher.]

HISTORIC ANALOGIES.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

It is a common saying that history repeats itself. The uniform action of moral causes may be reckoned upon with scarcely less confidence than the uniformity of nature's laws within the natural world. The historic analogies between the events and characters recorded in the Bible and those handed down to us by secular writers, are signal and striking. The first instance to which we invite attention is that which subsists between Julius Cæsar and Augustus, in Roman story, and David and Solomon in Holy Writ. Julius Cæsar, pronounced by Lord Bacon the

foremost man of all time, was at once a man of action, a man of science and a man of letters. The Roman people were the most warlike people of the ancient world, and Julius Cæsar was the greatest warrior Rome ever produced. He carried the Roman arms further than they had ever gone before, and compelled the fiercest and most formidable barbarians to revere the majesty of Rome. But he was hardly more illustrious as a warrior than as a civilian. He was a great statesman, an unrivalled administrator and ruler. As an orator, he was second only to Cicero. His notes of his Gallic campaigns hastily jotted down, are among the best classics of his country, written with a terseness, simplicity, picturesqueness, and graphic force, which show that in his hands the pen, if not mightier than the sword, was a weapon wielded with equal dexterity and effect.

To Julius Cæsar, the flower of Pagan greatness, corresponds David, the prince of the house of Judah; the man after God's own heart, and the sweet Psalmist of Israel. In his early youth, he was the ideal of chivalrous romance. While little more than a boy, he had slain with his own hand a lion and a bear. While a mere stripling, he had vanquished and beheaded the giant champion of Philistia. As a warrior, he extended the limits of his country to the farthest bounds they ever reached; and made her great and respected in the eyes of the surrounding tribes and nations. His rule was alike benignant and vigorous. He restored the ancient faith of Israel and expelled the abomination of idol worship from all the land. He made the law of his God the rule of his government, and exalted righteousness on the throne of royalty. Though not permitted to build the temple, because a man of blood, it had been an object dear to his heart, and he had made a princely provision for carrying it into effect. But his highest glory was not as king, but as Prophet and Psalmist. It was as the inspired author of sacred lyrics, the imperishable treasure alike of the tabernacle, the temple, the synagogue, and the Christian church of every denomination, and of all lands and times, that he is best remembered. We figure him to ourselves not so much as wielding the royal sceptre, but rather as "charming the air" and the soul with the melodies of the harp.

The imperial successor of the "mighty Julius" was his nephew Augustus, who, after he had established peace all over the world, closed the gates of the temple of Janus, in the year the Prince of Peace was born. The friend Macænas, the patron of Virgil and Horace, the promoter of the elegant arts, whose boast it was he found Rome of brick and left it of marble, if not altogether void of martial ambition, was, by temper, as well as by policy, a man of peace.

The correspondence between Augustus and Solomon, whose reign was a reign of peace, and who, of all the men that ever lived, was the chief promoter of commerce and the peaceful arts, is not less marked than that of Julius Cæsar to David.

The second and very striking parallel is found in the rape of the Sabines and the rough wooing of the daughters of Shiloh on the part of the bachelor Benjamites. When Romulus found that there was a "plentiful lack" of wives for the outlaws and adventurers gathered from all quarters to occupy his nascent city, he hospitably invited the Sabine damsels to a Roman picnic; and the young gentlemen of Rome, more ardent than courteous, each bore off the belle that best pleased his fancy, and so Rome was replenished with an ample supply of "Heaven's last, best gift" to man. So, when the Benjamites were in the same sad plight and the precious supply of young virgins saved from Jabesh Gilead was quite exhausted, they fell upon a similar device to that of the great founder of the Eternal City. The eager and expectant sons of Benjamin emerged from the vineyards where they had been lying in wait, and laid loving hands upon the fair daughters of Shiloh.

IN a great majority of schools, pupils are using reading books too far advanced for them, and the consequence is, they learn little in reading that is valuable to them, but acquire habits that it is scarcely possible to correct.—*Wickersham*.

MAKE NORTH CAROLINA HISTORY A STUDY.

Our progressive contemporary, the *Columbus Times*, published at Chadbourne, Columbus county, urges the importance of making the history of North Carolina a study in our schools. It says:

“The history of North Carolina is in the list of prescribed studies to be taught in our public schools. To what extent it is pursued as a distinct study we are not aware. As far as our observation goes, there is a lamentable lack of a knowledge of the history of our State. Even the teachers themselves know but little or nothing about it. Not only our history but the Constitution of our State should be systematically taught to our youth in the school-room. It is of the utmost importance to the well-being of the State to have its citizens informed as to its organic laws. A definite knowledge of the structure of our government is necessary to a fully developed citizenship. It is astonishing how little many of our people know about the different departments of the State government and the separate work of each. They have confused and indistinct ideas about them and are unable to draw a clear and intelligible distinction between the Executive, Legislative, and Judicial branches of the government. Remedy the matter by starting at the right place and giving our youth a knowledge of these things.”

SCHOOL OPENINGS.

TRENTON, Jones county, is left without a teacher by the removal of Professor Perry.

WAKE FOREST ACADEMY, Professor L. W. Bagley, opened its spring session January 19th.

MORVEN HIGH SCHOOL, J. W. Kelly, A. B., Principal, began its spring term January 12th.

WAKE FOREST COLLEGE, Rev. Charles E. Taylor, President, began its spring term January 15th.

MARION HIGH SCHOOL, Professor W. G. Randall, Principal, will open its spring term January 26th.

GREENWOOD SCHOOL, Scotland Neck, Miss Sallie Speed, Principal, began its spring term January 12th.

CAROLINA COLLEGE, Ansonville, Mr. W. D. Redfearn, Principal, opened its spring term January 12th.

OXFORD FEMALE SEMINARY, Professor F. P. Hobgood, Principal, opened its spring term January 14th.

WARRENTON MALE ACADEMY, Capt. J. E. Dugger, Principal, opened its spring session January 19th.

DAVENPORT FEMALE COLLEGE, Professor Will H. Sanborn, President, ends its present term February 5th.

GREENSBORO FEMALE COLLEGE, Rev. T. M. Jones, D. D., President, opened its fifty-eighth session January 8th.

NAHUNTA ACADEMY, Fremont, Wayne county, Mr. J. H. Moore, Principal, opened its spring term January 5th.

HORNER'S SCHOOL, at Henderson, T. J. and W. D. Horner, Principals, begins its spring term the third Monday in January.

PLEASANT LODGE ACADEMY, Chatham county, had ninety-three pupils last session. It opened its spring session January 7.

VINE HILL FEMALE ACADEMY, Scotland Neck, Misses Lena H. Smith and Eunice McDowell, Principals, began its spring term January 19th.

CLINTON COLLEGIATE INSTITUTE, Professor J. D. Murphy, Principal, opened its spring session January 8. Professor Murphy had 115 pupils last session.

HORNER SCHOOL, Oxford, Professors J. H. and J. C. Horner, Principals, opened its spring term January 12th. This school is thoroughly equipped for efficient work.

GRAHAM NORMAL COLLEGE, Rev. W. S. Long, A. M., President, opened its spring term January 5th. This institution was established in 1837. Both sexes are admitted.

PITTSBORO SCIENTIFIC ACADEMY, for boys and girls, Capt. C. B. Denson, Principal, opened its twenty-first term in January. "This school prepares fully for college or business."

ALBEMARLE ACADEMY, Stanly county, under the principalship of Professor H. W. Spinks, has an enrollment of 100 students this session. It opened its spring session January 12th.

VINE HILL MALE ACADEMY, at Scotland Neck, Professor E. E. Hilliard, opened its spring session January 19th. This school was established in 1810, and is now in a more prosperous condition than ever before.

PLEASANT HILL ACADEMY, at Elevation, Johnston county, under charge of Professor Ira Turlington, County Superintendent of Public Instruction, is in a flourishing condition. The spring term opened January 12th.

WILSON COLLEGIATE INSTITUTE, Professor S. Hassell, A. M., Principal, will begin its spring session January 19th. The Principal is again teaching, and claims that his school library is unsurpassed for real value in North Carolina.

OAK RIDGE INSTITUTE, Professors Holt, Principals, began its spring session January 6th. It boasts the finest school-building in the State, competes with the best in solid instruction given, and confidently expects from 175 to 200 students this session.

THE HAMILTON INSTITUTE, with Professor John Duckett at its head, assisted by a corps of trained teachers, has earned quite a reputation outside of its immediate vicinity. We commend it to parents and guardians. Its spring session opened January 7th.

YADKIN MINERAL SPRINGS INSTITUTE (male and female), at Palmersville, Stanly county, opened January 5th, under Professor O. C. Hamilton, Principal. Has just erected a large and convenient school-building. Had boarders from nine counties last session.

OAKDALE ACADEMY AND NORMAL INSTITUTE, for males and females, at Oakdale, Alamance county, opened its 10th session

under the superintendence of Professor J. A. W. Thompson. He will be assisted by Professors A. Baker, A. B., of Granville, and A. C. Monroe (Davidson College), of Cumberland.

SHELBY HIGH SCHOOL, Professor Palemon J. King, A. M., Principal, opened its spring session January 5th. Its enrollment the past session was 110. Professor King was, for fifteen years, Principal of Hearn High School, Rome, Georgia. In this school young men are thoroughly prepared for the higher classes in college.

EDUCATIONAL NOTES.

TRENTON, Jones county, is without a teacher.

SHILOH, Camden county, is without a teacher. A good male teacher is wanted there.

HOLLY SPRINGS INSTITUTE, Wake county, Rev. J. M. White, Principal, opened its spring term January 12th.

THERE seems to be a desire to change the name of the Teachers' organization from "Assembly" to "Chautauqua."

THE LINCOLNTON HIGH SCHOOL is succeeding finely under the excellent and judicious principalship of Rev. D. Mat. Thompson.

THE SANDY RIDGE ACADEMY, under the good management of Miss Alice Page, has begun the spring term with glowing prospects.

SOUTH MILLS ACADEMY, under the principalship of Mr. W. M. Hinton and Mrs. C. H. Spencer, opened its spring term on the 12th inst.

THE TEACHERS OF BUNCOMBE COUNTY so highly appreciated the services of their County Superintendent, Mr. J. W. Starnes, that they made him an elegant Christmas present of silver plate.

THE HERTFORD HIGH SCHOOL, under the management of Mr. C. L. Riddle, we are pleased to learn, is in a flourishing condition. Mr. Riddle is a teacher of the progressive kind and is bound to command success.

THE Legislature "Educational Committee" embraces some strong friends to popular education. From such men as Richmond Pearson, the "House Chairman," and H. A. Gudger, the "Senate Chairman," we may expect a good "School Bill."

THE KINSTON GRADED SCHOOL is succeeding finely under the principalship of Mr. E. M. Goodwin. The enrollment is 245, with an average attendance of 93 per cent. The school has a good library of 260 standard volumes, and 14 periodicals are taken for the reading-room.

OAKDALE ACADEMY is prospering finely. Seventy boarding pupils are now on the roll, representing seventeen counties. The prospects for next term are better than ever before. We congratulate friend Thompson on his success. A Normal Department is to be added next term.

RUTHERFORD COLLEGE closed its sixty-second term December 17th. This old and popular institution has, for thirty-two years, stood as a beacon-light to thousands of industrious young men whom it has educated. The spring term opened January 7th, and the prospect for future patronage is very encouraging.

THE BOARD OF EDUCATION of the North Carolina Conference say with regard to Greensboro Female College, that they are much gratified at the unparalleled prosperity of this excellent institution. They do not believe the institution ever maintained a higher standard of excellence or ever did better work than it is now doing.

PROF. E. T. JONES, County Superintendent for Wake county, reports 87 public schools for the whites and 79 for the colored during 1884, making a total of 166 schools in the county. There were enrolled in the schools 3,601 white children and 5,752 colored children, making 9,353 children in the public schools of Wake during the year.

THE *Recorder* says the Durham Graded School is in a more flourishing condition now than ever before. It is doing some grand work for the education of the people. Prof. Kenneday, one of the best instructors in the country, assisted by a corps of fine teachers, is accomplishing a wonderful amount of good that will bear golden fruit for ages to come.

BINGHAM SCHOOL, Orange county, Major Robert Bingham, closed its 181st session December 16. This school was established in 1793, by Rev. William Bingham (grandfather of the present superintendent). We learn from its neatly printed catalogue just sent to us that it had, during the past session, 251 pupils. In the last five years Major Bingham has had in his school pupils from twenty-two States of the Union, and also from Brazil, Scotland, Germany and Siam. There are in this institution seven teachers, and all North Carolina is proud of its record.

ON THE MORNING of January 6th, the beautiful new art gallery of St. Mary's School, Raleigh, was destroyed by fire. The building was of wood, 50 by 80 feet, two stories high, contained several recitation rooms, the kindergarten department and art gallery, and was furnished in good style. It was erected during the year 1884, and the loss is estimated at about \$12,000, including \$1,000 worth of school furniture. While we sincerely sympathize with the Rector, Rev. Bennett Smedes, we are happy to state that the loss will not in the least interfere with the exercises of his most excellent school, as the art gallery was entirely disconnected from the other buildings.

IN ANNOUNCING the spring opening of the State University on the 5th of January, Hon. A. H. Merritt, editor of the *Pittsboro Home*, says: We had occasion, last spring, to visit and inspect the institution. We are thoroughly persuaded that it is doing a noble work for the State. Its teaching was never more thorough and never before so practical. It is giving our State its best instructors by teaching how to teach. It is developing our minerals by giving us mining engineers. In a word, it is doing all for higher education that it can do with its present resources. The State is bound to support it, not only by the Constitution but

by every motive of self-interest and State pride. If it needs money, let the Legislature grant it.

WE HAVE received the catalogue of Gaston High School, of Dallas, Rev. M. L. Little, Principal. This is one of the foremost high schools in the State. Professor Little is assisted by the following able corps of instructors: L. A. Bikle, D. D., Latin, Greek and English Literature; Professor J. M. Roberts, (University of N. C.), Mathematics; Miss Florence L. Antrim, Art and Commercial Departments; Miss Esther A. Bolick and Mr. L. L. Lohr, Primary Department; Miss Mary Templeton and Miss Margia Sexton, Vocal and Instrumental Music; Mr. W. J. Herman, Tutor. Professor Little has a new three-story brick school building, erected during the year 1884, at a cost of \$8,000, and an enrollment of students numbering 219, representing five States. In wishing success to this and all other high schools within our borders, we are but wishing success to our State.

TRINITY COLLEGE began its spring session January 7th, under the new management. At the late session of the North Carolina Conference of the Methodist Episcopal Church, South, Messrs. J. W. Alsbaugh, J. S. Carr and J. A. Gray were appointed a Committee of Management for two years, after the expiration of which time they are to surrender the entire management of the College to the Trustees and Conference, with all improvements added, without any charge for their service or debt during their administration. In the meantime the endowment of the College is to be vigorously prosecuted. The Committee of Management have accordingly selected the following gentlemen to compose the Faculty: J. F. Heitman (who will be chairman), W. Gannaway, W. H. Pegram, N. C. English (who will have charge of the Preparatory Department and Business Course), J. M. Bandy (Mathematics), H. H. Williams, and A. W. Long. Additional improved apparatus and appliances will be added, and the Faculty, composed of specialists in their respective departments, are prepared to meet the demands of the educational interests of the Church and patrons of the College. Every true friend of education in the State will bid this noble institution Godspeed.

NEW GARDEN (FRIENDS') SCHOOL, Guilford county, has added to its Faculty Joseph Moore, LL. D., formerly President of Earlham College, Indiana. We cordially welcome Professor Moore to our State, although he is no stranger here, having organized the first Normal School in North Carolina. He was a pupil of Agassiz at Harvard, and is represented as a teacher by natural fitness as well as by long experience, of recognized ability in the department of natural science. This educational institution is one of the oldest in the State, having never been suspended since its first opening in 1837. All through this long history it has been noted for thorough work, good discipline and for the excellent scholarship of its instructors. The extensive improvements made in buildings and furniture during the summer of 1882 have greatly increased the facilities of this school in every direction. The comfortable accommodations furnished by the new building, King Hall, the additions to the chemical and philosophical apparatus, the large number of excellent books which have been added to the library and the division of the work of instruction into well-defined departments have placed this school in the very front rank of the educational institutions in the State.

THE NEXT SESSION of that admirable institution, the Hillsboro School, will begin on February 6, 1885. We learn from the *Raleigh Register* that this school was opened on July 15, 1859, by Miss Sally K. Nash, Miss Maria Nash, and Miss Sarah J. Kollock, daughters and niece of the late venerable Chief-Justice Nash, and has remained in their charge for twenty-five years. In all these years not a single death has ever occurred in the school, not a single case of contagious or very severe sickness—nor any suspension of school duties on any account whatever, except the usual holidays. The three co-principals are well known and distinguished for rare intellectual culture, for unusual elegance and grace of manner, for a peculiar aptness in imparting instruction, and a wonderful executive power in governing with perfect ease, harmony and order. The best of North Carolina women, pupils learn from precept and example the best and truest attributes of genuine womanhood, refinement, grace, piety, and womanly sympathy.

NORTH CAROLINA TEACHERS' ASSEMBLY.

PROCEEDINGS.

HAYWOOD WHITE SULPHUR SPRINGS (NEAR WAYNESVILLE),
THURSDAY, June 26, 1884.

NINTH DAY—MORNING SESSION.

The meeting was called to order at 10 o'clock, by President Fray, and prayer offered by Rev. W. E. McIlwaine.

The Committee on Name made their report, recommending that the name, "North Carolina Teachers' Assembly," be continued for the present, and the report was adopted.

Mr. R. S. Arrowood offered some amendments to the Constitution, also a resolution fixing a quorum of the Executive Committee at three members with the chairman, and permitting the business to be transacted by correspondence, all of which were adopted.

The following resolutions were offered by Mr. R. S. Arrowood and unanimously adopted by a standing vote :

Resolved, That the NORTH CAROLINA TEACHER be the official organ of the Assembly.

Resolved, That the hearty thanks of the Assembly be tendered Mr. Eugene G. Harrell for his earnest and successful efforts in organizing this Assembly, and for the profit and pleasure he has furnished thereby.

Resolved, That our thanks be returned to the press of the State, especially the *Waynesville News*, for many favors shown to the Assembly in aiding the organization by kind and liberal circulation of information.

Resolved, That thanks be tendered to Col. A. B. Andrews and also to other railroad officials of the State; to the citizens of Waynesville and vicinity; also to Mr. Timberlake, the proprietor of Haywood White Sulphur Springs, for their many acts of kindness which have so greatly contributed to our enjoyment.

Upon motion, all the persons in attendance upon this session of the Assembly were elected to permanent membership.

A Committee on Arrangements was then appointed, consisting of the following persons: J. J. Fray, E. G. Harrell and R. S. Arrowood.

The blackboard showing the first subject for consideration this morning to be "Geography and Map Drawing," the President introduced Mr. J. W. Gilliam, of Morton's Store, as the first speaker.

Mr. Gilliam then drew on the blackboard an outline map of the State for the purpose of illustrating his topic, and said:

"Goods well bought, are half sold," and as the aged lawyer stated to the young lawyer, "The important point in conducting a suit successfully lies in having a plenty of good witnesses," even so in imparting instruction, there is nothing equal to a good medium, and this we find in the subject of Geography. Correctly speaking, it is the world we live in; it is over our head, under our feet, and as a covering round about us: hence by it the mind is at once engaged and held, as it were, under the guidance of a competent teacher—spell-bound. And thus, as page after page of this great book of nature—God's text-book to man—is turned, new points of interest are presented and new beauties arise, affording food and pleasure to the mind, and thus becomes a most excellent medium for imparting instruction. And when considered in detail—physically, mathematically and politically—the subject is sufficiently extensive to engage pupils during our longest terms or sessions.

As to Map Drawing, perhaps there is no other auxiliary so potent in assisting to a quick and lasting impression of Geography as this, and, therefore, should be encouraged and practiced whenever opportunity is afforded.

Mr. Collier Cobb, of Wilson Graded School, continued the subject in a very entertaining and instructive manner, as follows:

I have usually introduced beginners to the study of geography by telling them the story of the Creation, of the two accounts we have, the one contained in the Bible, and the other inscribed on the rocks, the great Book of Nature. I have told them of Maury, Hugh Miller and Agassiz, and the pleasure and profit to be gained by asking nature questions. Children eagerly lay hold on all that can be taken in through the senses, and the little folks who were taught in this way were very much delighted with some leaves from the record in the rocks. You may next explain to them the causes of day and night, the seasons, and—if they are old enough—latitude and longitude may here be taught. After the children have learned the *forms* of land around the school-house, take up the grand divisions, for the general construction of a continent is simpler than that of a county, and they can form as correct notions of its size. Then study the country around you—the school-yard, the town, hills, valleys, springs, branches, rivers. Study the forms of land, the animals, plants and rocks. Point out and tell to the children the names of the hills and valleys and streams. Then show them a good map of

the section and they will soon recognize all the localities. (I have not yet used the moulding-board in the school-room, but will do so next session). Take them out into the woods; let them make actual measurements; have them gather the rocks and the plants and tell what they learn by examining them; train the children to observe accurately, to think for themselves. The boy becomes an original investigator; he feels that there is something in geography that he can enjoy, and he is glad when the hour of recitation comes that he may have his say and learn what his class-mates have found out. Next study the county and State and begin the collection of minerals, plants, etc.; ask the pupils to bring in specimens; have them tell what they can about them, and give lessons occasionally on the commoner rocks and plants.

The speaker then drew upon the board a map of North Carolina, relating as he went along the traditional and authentic history of the State's boundary lines and interesting legends associated with the different rivers. He pointed out the early settlers of the different sections of the State and told some stories illustrating the customs and peculiarities of the people of the different nationalities.

"Have the pupils read the newspapers, travellers' biographies, stories of adventure, such books as the 'Zig Zag Journeys' and Towle's Heroes of History." Make the countries about which they study real."

The President announced that the next topic for discussion was the very important one of "Good Government in School," to be introduced by Prof. Hugh Morson, of the Raleigh Male Academy.

The speaker, after dwelling briefly upon the vital importance of preserving order and discipline as indispensable to the welfare and successful management of every school, proceeded to discuss the subject in detail, upon the following outline:

THE ESTABLISHMENT AND MAINTENANCE OF ORDER IN THE SCHOOL-ROOM.

I. The necessary qualification on the part of the teacher:

- (a) A proper conception of the responsibility assumed.
- (b) Enthusiasm and devotion to his calling.
- (c) Self-control.
- (d) Confidence in his own ability to govern.
- (e) Promptness in deciding and firmness in executing.

II. Means to be employed by the teacher:

- (a) Necessity of impressing pupils at the start that obedience must be rendered.
- (b) Providing full and regular employment for each pupil. Idleness the chief cause of disorder.

- (c) A minimum of rules.
- (d) Exciting an interest among pupils in their studies.
- (e) Establishing a healthy moral tone and proper *esprit de corps* in the school.
- (f) Uniformity and inflexibility in matters of discipline.

- | | | | | |
|----------------|---|---------------|------------------|------------------|
| (g) Penalties. | { | (1) Proper. | { | (a) Reproof. |
| | | | { | (b) Detention. |
| | | | { | (c) Deprivation. |
| | | | { | (d) Tasks. |
| | | | { | (e) Corporal. |
| | { | (2) Improper. | { | (a) Threats. |
| | | | { | (b) Scolding. |
| | | | { | (c) Ridicule. |
| { | | | (d) Indignities. | |

Prof. Albert Anderson, of Middleburg, said we must be public servants and not tyrants in the school-room. Make a good impression upon your pupils and they may be easily governed. Act towards them in such a way as to make them love you and they will obey very willingly.

Rev. W. B. Harrell held that children do not naturally desire to break the rules of school, and if the teacher thoroughly controls himself his school may be controlled.

At this stage of the proceedings a letter was read from Mrs. A. E. Pease, of Asheville, Acting President of the Woman's Christian Temperance Union, laying before the Assembly the importance of this work and asking that the active co-operation of the teachers be given to this branch of the temperance cause.

Rev. W. E. McIlwaine offered some interesting remarks upon the question, commenting largely upon this important work of the women, and asked that the teachers try to interest their pupils in the great matter of temperance.

Upon motion, Prof. H. W. Reinhart was appointed chairman of a committee to take the letter of Mrs. Pease under consideration and report to-morrow such action as it was deemed advisable for the Assembly to take with the matter.

Adjourned till to-morrow.

TENTH DAY—MORNING SESSION.

FRIDAY, June 27, 1884.

This is the last day of the session, and on every face there seems to be a look of general regret that the pleasant gathering is now drawing to an end and the parting scenes are soon to occur.

The session of the morning was opened with prayer, led by Rev. W. B. Harrell.

President Fray then announced that Miss Mary V. Woodward, of Spartanburg, S. C., would, by special request, deliver an essay upon the "Dignity of the Teacher's Calling." This admirable paper was read by Miss Woodward in a very pleasant manner and secured the closest attention of the hearers. She said :

What I say this morning, though in some degree applicable to all, is more to the primary than the college instructor, more to the public than the private school teacher. It is the expression, in part, of a conviction that has come through personal experience and observation, a conviction that the teacher's office is underestimated by many upon whom its duties rest.

Normal institutes and annual teachers' conventions are a hopeful sign, they show that we are awakening to some appreciation of our needs, but they do not prove that we are fully alive to our privileges; and I fear that some of us who sit in these assemblies still lack that faith in our calling which is the only inspiration to its best work.

Not to have this faith is fatal—fatal to our financial interest, the lowest consideration; to our personal development, and to the State, of whose interests we, as the trainers of its future directors, stand as guardians.

This undervaluing is, I think, attributable to several causes, and prominent among them are aristocratic prejudice, the conservatism of thought and custom growing out of that prejudice, and the deepening of our hereditary bias by every force, positive or negative of our education. We have been—I am glad I may put it in the past tense—intensely Bourbon. We have had false standards of worth. It took just what we have had, the shock of war and the stern discipline of poverty, to overturn these and bring us into the right attitude toward the life of the present.

A Southern woman of high lineage, whose idea of aristocratic dignity was contravened by a proposition from some less squeamish friend, answered, "*We cannot do that; you know we are better born than most people.*" Such, alas! has been our key-note when all the world about us was "ringing down the grooves of change" and shouting the pæons of progress. We could not do this and we could not do that because, forsooth, we, who had a hundred grandfathers, must not be found marching in line with men who were their own grandfathers! And when the war came with its upheavals and disintegrations, we cried that we were

ruined—we cursed the hand that dragged us from the ditch, not knowing that the poverty that came upon us was like the clay upon the blind man's eyes, that stopped but to clear them. It is to be feared there is still too much of this feeling with us, staying our chariot wheels.

Is it not true that the white hands extended to draw the sons and daughters of the people up the heights of knowledge, too often tingle to their finger-tips with aristocratic repulsion? But we are not to remember that snub-nosed Tommie is the carpenter's son, and freckled, uncomely Susie the milliner's daughter. What right have we to be thinking of the contact of hands, when soul is touching soul and the friction kindling immortal fires? It is the high question of duty that is before us and we dare not set it aside for false taste and sentimental prejudice.

I said this undervaluing was hurtful to our financial interest: Surely, if by our necessities we are forced to some work repugnant to us, it is the blindest fatuity to make that work harder by brooding over our fancied ill-fortune: It will not do to be shaking our fists in the faces of people we have to live with.

Perfunctory performance of any duty kills the soul of it—there can be no excellence where there is no earnestness; there can be no reward where there is no excellence. If you do not want to be a teacher, and yet have to be, I beseech you, O son, O daughter of earth, in the name of your pocket-book and personal comfort, be as good a one as you can!

Come now to the higher considerations of this question—its mental and spiritual bearing. Mental power gets its cultivation with exercise. Some may object that this exercise is impossible to the school-room on account of the relative inequality in ability and acquirement between teacher and pupil; but there is no earnest teacher that does not know that his best activities are called into play in dealing with the most immature or defective minds, and no man may dare enter the narrowest field of education, with hope of success, unless he has done much better than 'brush the extreme circle of the sciences with dainty skirt.' We are to know that ere we take the hand of the smallest child to lead him across the threshold of knowledge, it behooves us to be familiar with its penetralia.

So much for the mental aspect. The moral is even more serious; it may be possible to stand alone intellectually, but we are "singed" with the moral world: every moral impulse of ours infringes upon our neighbor, and in its reflex action falls back upon us. We dare not, through exaggerated conception of our merits and deserts, or for love of ease, or for any other consideration, ignore or trifle with a fact that makes such high responsibility. We are Christians! We believe that the life beyond is the continuation of this, and that we take there just the place for which this has prepared us. We cannot fail to know that this preparation can only come with the noble doing of every day's work. Can there be a noble doing where we do not believe the work worth doing?

This is the more personal aspect of the moral side; the other, our influence over the children committed to our care, I can only touch upon. I stand awed in the presence of its boundless responsibility!

This age is not worse than others, not so bad as some, but still it is corrupt in politics, sceptical in religion and loose in morals. Its complex life doubles the problems of simpler times, and to the solution of these problems must be brought the steadiest patience, the coolest head, the strongest nerve—all those powers that, though making a part of Nature's endowment, can be brought to their perfect flower only by the most careful cultivation. At the same time this is not so much an age of passion and revolution as of reason and reform—earthquakes and

volcanoes have played their part, and now the gentle, but no less powerful forces of frost and snow and softly-falling rain are doing theirs—these type the work of the school-room.

It is a trite thing to say that streams can be purified only at their sources, but I would risk a thousand platitudes to stress this belief: that if we would have the next generation reach the highest possible point of advance, it must be through the proper training of the bodies, minds and souls of the children that are to make its men and women. The eyes of thoughtful people are not upon themselves or each other to-day, but upon the little ones standing at their sides, holding in their baby fingers the hopes and possibilities of the future. Ours is the task of strengthening these fingers for the holding and fulfilling.

I believe the best teacher of the nineteenth century to be at once its highest exponent and most potent influence. I believe, and I appeal to history for a sanction to this belief, that the estimation in which the teaching profession is held is the gauge of the civilization of any period, and that appreciation of teachers' work is the mark of genuine progress. Twice in history, in Egypt and under Papal rule, we find the office of priest and teacher combined, and the superstructure of the State resting upon it. Egyptian civilization was the earliest, and the priest-teacher was its maker and controller; Grecian civilization was the best of ancient times and its thought was moulded in the schools of those priest-teachers, Socrates and Plato. In the Middle Ages, when retrogression had taken the place of progress—when civilization seemed dead, it was the priest-teacher that stood by its pulseless body and, when the resurrection trump of thought sounded, took off the burial clothes and stood it on its feet again. So much for precedent, if we must have precedent before believing in ourselves; but, teachers, better than historical dignity is a thorough appreciation of your calling. I would intensify in you a sense of the sacredness and high possibility of your work. You cannot succeed without this, but this, kindly mingled with common sense and efficient methods will realize for the nineteenth century the dream of Archimedes—the modern teacher will handle the lever that moves the world.

Miss Nettie Marshall, a teacher in the Institute for the Deaf and Dumb and the Blind, at Raleigh, then read a carefully prepared essay, setting forth a very entertaining and clear idea of the difficulties and the successes attending her work in teaching the deaf and dumb.

Upon motion, the essays delivered by Misses Goodloe, Pescud, Marshall and Woodward were requested for publication in the NORTH CAROLINA TEACHER.

Upon motion of Prof. H. W. Reinhart, the constitution was amended to the effect that membership in the Assembly should be accessible to all acceptable persons who are interested in education.

The committee on the letter of Mrs. Pease, concerning the Woman's Christian Temperance Union, submitted the following report:

WHEREAS, communications from Mrs. Mary C. Woody and Mrs. A. E. Pease, acting President W. C. T. U. of North Carolina, asking to have the subject of Temperance brought before our body and a day given to its discussion, and desiring to give respectful attention and reply to the requests of these earnest and enthusiastic fellow-laborers in the great work of uplifting society and advancing the highest interests of mankind; therefore,

Resolved, That while we regard the subject of Temperance and the great Temperance movement in our country as a matter of pre-eminent importance and heartily wish it Godspeed, and while we as Christian teachers recognize our holy and bounden duty to lend it our aid, individually by our personal influence, example and instructions, and as far as may be practicable by the use of such books on Hygienic Physiology in the school-room as teach the injurious and destructive effects of alcoholic stimulants upon the human system; still, we do not regard the subject of Temperance as coming within the scope and distinctive objects of our organization, and do not deem it advisable to make it a subject of discussion before our body.

H. W. REINHART, *Chairman*.

After some earnest remarks by Rev. W. E. McIlwaine, favoring the report, it was, upon motion, unanimously adopted.

The President having stated the first topic for discussion this morning as "Value of the Teacher to the State," Prof. H. W. Reinhart introduced the subject by a most spirited address.

Mr. George W. Sparger, County Superintendent of Surry County, continued the subject in eloquent words, setting forth the many claims which the teachers had upon the State for the great advantages which every occupation in life had derived from the teachers' work and influence.

Rev. E. W. Faucette said that the value of the teachers' work was indispensable to every town or village, and the town that would not appreciate this value and pay a good, honest price to any good teacher, was certainly doomed, and deserved to be.

Prof. I. L. Wright said "character is what the man is—reputation is what he is said to be. The value of a man is determined by his character. The teacher proper is the builder of good character, not only in himself, but in his pupils—not only of mind, but of heart. As with the individual, so with the collective man. The type of character in communities and States is determined by the teachers, public and private. The weal or woe of the State depends upon the character of its citizenship. In other words, the salvation of the State directly and indirectly depends upon the wise and good teacher."

This discussion was exceedingly interesting, and the thoughts brought out were such as to encourage every faithful over-worked teacher, who becomes despondent and is often inclined to quit the work, feeling that all his labor is for naught and totally without appreciation on the part of pupils and patrons.

Prof. Alex. McIver being appointed speaker upon the second topic, "Compulsory Education," then proceeded to a consideration of the subject in a manner which plainly showed his thorough familiarity with the question. He held the opinion that North Carolina ought to educate her children; the State must provide good schools, and if the children will not voluntarily take advantage of the privileges, they must be forced to do so. We have laws compelling people to pay taxes for providing schools and we ought to have a law forcing them to send their children to the schools thus provided.

Prof. Reinhart agreed fully with the idea advanced and felt that it would not be long before there would be a grand awakening throughout the State upon this matter.

Mr. R. S. Arrowood offered a resolution to the effect that the committee on Arrangements should have power to select the place of next meeting in case of necessity.

The Secretary then announced that the business of this session of the Assembly was finished and the time had come for final adjournment. He expressed many regrets that this delightful gathering of teachers was so soon to end. The session had been an exceedingly pleasant one; every person has joined most heartily in all the exercises and enjoyments of the occasion as if they were all members of one pleasant family, and we now scarcely realized that no longer than a month ago we were strangers to one another. This parting was a sad one, because the thought was ever present that no matter how strong had become the friendships here formed, we would not *all* be present at another meeting.

Upon the motion to adjourn, the President arose and in most touching words alluded to the pride which he had felt at being chosen to preside over the first session of the Teachers' Assembly.

IN MEMORIAM.

JOHN J. FRAY.

PRINCIPAL RALEIGH MALE ACADEMY.
PRESIDENT NORTH CAROLINA TEACHERS' ASSEMBLY.

Born in Madison County, Va., May 23, 1840.
Died in Raleigh, Tuesday, December 23, 1884.

A HIGH-TONED CHRISTIAN GENTLEMAN, ONE OF THE
FOREMOST AND MOST SUCCESSFUL EDUCATORS
IN THE STATE; UNIVERSALLY BELOVED
IN LIFE AND UNIVERSALLY
MOURNED IN DEATH.

HE LEAVES A DEVOTED WIFE, AND ONE CHILD (A
LITTLE GIRL) SIX YEARS OF AGE.

"I thank you heartily for the great honor conferred upon me, and for the kind co-operation which you have all given to our most delightful work. The Assembly has been a grand success in all the details of the session, and it is now fully equipped and organized for a long life of the greatest influence and usefulness in North Carolina. Many ideas have been developed during our meeting, and many principles of teaching explained which will give to each teacher here something practical to carry home that may be carefully considered and made the basis of future usefulness and success in the school-room. I am glad that I came to this grand meeting, we are all glad we are here, for the pleasures and benefits of the session have been very great. We now know one another better as faithful fellow-workers in trying to educate the children of our State, the acquaintances here formed have been exceedingly pleasant and their memory will serve to encourage and strengthen us, and help us to surmount many of the difficulties and annoyances which lie along the teacher's path. May this session of the Assembly be but the first of many a delightful meeting in the future of the teachers of the State, and may its influences widen until every teacher in North Carolina is working within its folds."

The pending motion was then submitted to a vote, and the North Carolina Teachers' Assembly adjourned *sine die*.

JOHN J. FRAY, *President*.

EUGENE G. HARRELL, *Secretary*.

MEMBERS OF ASSEMBLY—CONTINUED.

Miss M. Bessent, Concord.

G. D. Meares, Raleigh.

Miss Blanche B. Pendleton, Warrenton.

Miss Anna Watson, Huntersville.

R. T. Bonner, Aurora.

Miss Irene Grimsley, Snow Hill.

Rev. Thos. W. Smith, Concord.

S. M. Gattis, Rome,

Miss L. C. Kelly, Island Ford.

Miss Mollie W. Gunter, Third Creek.

EDITORIAL.

WHAT WE MAY EXPECT.

We have spoken with a large number of members of the Legislature concerning the public school system of our State. All manifest considerable interest in the matter, assuring us that they will endeavor to remedy the defects which now exist and provide for North Carolina a system of public schools which shall be equal to any other in the Union. The excellent Normal Schools, the great Chautauqua movement and the many good meetings of county teachers' associations have created a universal demand for popular education throughout the State, and we do not think that the present Legislature can fail to heed the voice of the people in calling for more schools, longer schools and better schools.

WE RETURN hearty thanks to Mr. J. W. Starnes, County Superintendent of Buncombe, for many kind courtesies extended to us during a recent visit to Asheville.

MAJOR S. M. FINGER, our new Superintendent of Public Instruction, is now in Raleigh giving very careful attention to all the details in revising our public school system.

THE NORTH CAROLINA TEACHERS' ASSEMBLY is one of the most social, refined, progressive and cultured organizations to be found on this continent, and well may the State be proud of such splendid *esprit de corps* as is seen in this great association of her teachers.

MANY THANKS to the great number of teachers who have sent us interesting news items from their schools. We want to hear

from every live school in the State, and hope that teachers will not fail to send us copies of every catalogue or circular which they may issue.

COUNTY SUPERINTENDENTS of Public Instruction, principals of schools and teachers will confer a favor by sending to the editor any item of school intelligence, such as opening of new schools, change in teachers, building of new school-houses, &c., &c., for publication in the TEACHER.

HAVE YOU paid your fee for membership in the Teachers' Assembly? There are no paid officers in this organization, all the services being freely rendered, and the amount contributed in membership fees is all returned to the members in securing eminent educators for instructors and in providing extra conveniences for the Assembly work.

THE WATERBURY watches which we have sent out as premiums with the TEACHER have given perfect satisfaction. It is a neat, reliable time-piece, and will do as good service as a fifty dollar watch. Send us ten annual subscribers to the TEACHER, and we will forward a Waterbury watch to you by mail, post-paid.

A VERY VALUABLE feature of the session of the Teachers' Assembly will be the Teachers' Bureau, which is to be organized on the first day of the session for the purpose of securing a good school for every teacher and a good teacher for every school. The "Bureau" may be consulted every day, and no charge will be made for any services rendered by it.

THE "WATAUGA CLUB" of Raleigh has been discussing the needs of an Industrial School in North Carolina. The meetings have been attended by some of the leading members of the Legislature, and they have expressed a perfect willingness to vote a good State appropriation for this purpose if organized on a proper basis. We hope, ere long, to see such an institution in our State as will educate the hands to skillful work, as well as the minds to careful thought.

THE NEW BERN JOURNAL comes to our relief in the matter of spelling the name of its town. It states that in the oldest books in the office of the Clerk of the Superior Court for Craven county (dating back to 1713) it is written Newbern," and it is said that it is so written in the act incorporating the town. Rev. L. C. Vass, of New Bern, visited the capital of Switzerland last summer, and says he saw the name of that city in large letters in the cars and other public places, without the final "e." We also find it "Bern" in the map accompanying Cram's Illustrated Family Atlas of the World.

THE PLACE for holding the next session of the Teachers' Assembly is now chosen. It is one of the most attractive and healthful of all our delightful mountain resorts, every arrangement is now made for a splendid programme of highly instructive exercises and most enjoyable recreation, the full co-operation of railroads and hotel proprietors has been secured, thus reducing the expenses of the mountain visit to a remarkably low point; now let every teacher in the State, whether in search of health, rest, recreation, or improvement, or all of these things, be sure to attend the session, and you will be amply repaid for your visit.

WE MAKE no promises for the new year, except to say that in the editorial management of the TEACHER we intend to continue, as heretofore, our most faithful efforts towards building up North Carolina schools and in aiding our teachers to obtain such "recompense of reward" as their earnest and conscientious work demands. With these desirable objects in view, we ask your full co-operation in the work. Let us hear from your school, help us extend the circulation of the TEACHER, write your views upon educational topics, give us some account of the new methods which you are trying with success, and tell us about the county institutes and meetings of your Teachers' Associations.

WHAT ARE you going to do during your summer vacation towards improving yourself as a teacher, and your school work? The State has provided most excellent Normal Schools for you, and the teachers have provided for themselves a delightful gather-

ing among our magnificent mountains for objects of health, rest, recreation, acquaintance and mutual intellectual benefit. Are you going to remain at home and continue in the "old ruts" of teaching, or will you take advantage of some of these excellent opportunities for enlarging your ideas of education and improving your methods of instruction? The teachers who give most time to preparation are the ones who become most valuable and are chosen to the best and most remunerative positions. This is a natural law of "business," and rules in every profession or occupation.

ABOUT OUR TEACHERS.

MR. L. A. FALLS is teaching near Icard Station.

MISS KATE MILLER will teach music at Kinston.

MISS FLORENCE BAUGH is teaching near Raleigh.

MR. FIELDS has a flourishing school at Tuscarora.

MISS LIZZIE OLIVER has a full school at Vanceboro.

MR. JOHN BLANTON has a flourishing school at Gastonia.

MR. ISAAC FORT is teaching near Auburn, Wake county.

MISS BELLE BRYAN is teaching in Jonesboro High School.

MR. J. R. RUST, of Burke county, is teaching near Raleigh.

MR. C. W. BRITTON has built up a good school at Princeton.

MR. S. A. HOLLEMAN is teaching in Graham Normal College.

MISS MAMIE BARRETT has a promising school at Franklinton.

MISS ADA OWEN will teach a school near Cary, Wake county.

MISS OCTAVIA GREGORY is teaching in Westfield High School.

MR. F. M. TRIVETT has a good school at Sands, Wilkes county.

MR. LEWIS WILLIAMS takes charge of St. Paul's School, Waco.

PROF. GORE, of the University, spent the holidays in Baltimore.

PROF. MCNEAL is in charge of the Male Academy of Reidsville.

MISS JENNIE RANDOLPH, of Pitt, is teaching in Beaufort county.

MR. J. L. ENGLISH is teaching near Turnpike, Buncombe county.

PROF. W. A. FLINT is principal of an excellent school at Dalton.

- MRS. S. R. DIXON is Principal of Clarella Institute at Snow Hill.
- MR. ROBERT C. GULLEY is teaching at Clayton, Johnston county.
- MISS LOU PURCELL has retired from Laurinburg Female Institute.
- MR. E. Y. PERRY, of Trenton Academy, will remove to Hookerton.
- MISS LINDA RAND is teaching near Garner's Station, Wake county.
- MISS ILDA STONE is teaching near Fernando Ward's, in Pitt county.
- MRS. A. J. MOORE is teaching music in the Academy at Whitaker's.
- MR. J. T. BOLLING is in charge of the school at Apex, Wake county.
- MISS MOLLIE BRACKEN is teaching at Rocky Ridge, Cabarrus county.
- MR. J. W. CAUSEY is Principal of the Male Academy at Thomasville.
- MR. J. F. COFFEE has a good school at Shull's Mill, Caldwell county.
- MR. J. M. SIKES is Principal of Mt. Energy School, Granville county.
- MRS. R. F. CHESHIRE is Assistant Teacher in Edenton Graded School.
- MISS ELLA MITCHELL, of Huntersville, spent her holidays at Raleigh.
- MISS LULA A. SPEED is teaching at Mrs. Cotten's, in Edgecombe county.
- MISS LUCY RANES is teaching near Wake Forest College, Wake county.
- MR. S. J. BIGGERS is Principal of Rocky River Academy, Stanly county.
- MR. L. M. CLIMER is teaching penmanship in Pleasant Lodge Academy.
- MISS E. J. MCFARLAND is teaching at McNatt's Station, Robeson county.
- MISS ALICE TEMPLE is teaching in Wake Forest township, Wake county.
- MISS EVA PRICE is teaching music in Albemarle Academy, Stanly county.
- MR. WILLIS PARKER is teaching school on Moses Creek, Jackson county.
- MR. JOHN T. PARIS has a live school at Bethany Church, near Statesville.
- MR. A. C. MONROE, of Cumberland county, is teaching at Oakdale Academy.
- MISS ROELLA DAVIS, of Alamance county, is teaching near Trinity College.
- MISS GRACE WILSON has a fine school at Brownsville, in Granville county.
- MISS MAMIE FLEMING, of Raleigh, will take a school in Caldwell county.
- MR. S. M. GATTIS is Principal of Wentworth Academy, Johnston county.
- MISS FANNIE COBB will open a select school for boys and girls at Hickory.
- MISS ANNA THOMAS, of Wilson, is teaching a select school at Old Ford.
- MISS MINNIE M. MARTIN is assistant teacher in the Academy at Sandy Ridge.
- MISS EMMA SCALES will rebuild Reidsville Seminary, which was recently burned.
- MR. R. B. SHELTON is teaching a mathematical school at Tito, Haywood county.

MISS BELLE WORTHY is assisting Prof. R. J. Davis in the Jonesboro High School.

MR. HENRY CHAPPELL is teaching at the Rolesville Academy, Wake county.

MR. R. H. FREELAND has a most promising school at Trap Hill, Wilkes county.

MISS EMMA INGOLD, who teaches near Monbo, spent her holidays at Hickory.

MISS ELIZA JOHNSON is assistant teacher in Mason's Academy at Gibson's Station.

MISS CHLOE BIGGS has charge of the primary department of Williamston Academy.

MISS MAGGIE CONIGLAND, of Weldon, will soon open a school for girls at Woodland.

MR. J. Y. JOYNER, of Winston Graded School, spent his holidays at LaGrange.

MR. ED. F. WAKEFIELD is teaching in the Corpening neighborhood, Caldwell county.

MR. J. D. MORGAN is Assistant Principal of Pleasant Hill Academy, Johnston county.

MISS CARRIE PELL has charge of the Music Department of the Jonesboro High School.

REV. D. MCINTYRE continues as Principal of Jackson Springs School, Moore county.

MISS LILLIE VEACH has had a very successful school at Valle Crucis, Wilkes county.

MISS BROWNIE JOHNSON is teaching music in the Troy Academy, Montgomery county.

MISS ANNIE TIMBERLAKE, of Murfreesboro Female College, spent Christmas at Raleigh.

L. N. CHAPPELL, A. B., is Tutor of Languages and Mathematics in Wake Forest College.

MR. DAVIS DEAN, of West's Mill, Macon county, is now teaching at Dahlonga, Georgia.

MISS LULA McIVER is teaching drawing and painting in the Pocket School, Moore county.

PRESIDENT TAYLOR, of Wake Forest College, has been on a visit to the Northern cities.

MISS BERTHA HARGROVE is teaching music in Mr. F. P. Wyche's school at Gibson's Station.

MR. J. F. HAMILTON has over sixty pupils in his school at Brownsville, Richmond county.

MR. T. J. CHILLCUTT has charge of a good academic school at Hartshorn, Alamance county.

PROF. M. F. FOSTER is Principal of the Mana Academy. He has an enrollment of 75 pupils.

MRS. DR. MALONE is in charge of the music department in Louisburg Practical High School.

PROF. CHARLES E. HODGIN, late of Indiana, will open a private school near Shufordsville.

MISS ELLA ROSS has charge of the primary department of Albemarle Academy, Stanly county.

MISS BELLE MCKAY, of Harnett, will take charge of a school near Morrisville, Wake county.

MR. T. C. LAND, late of Coos county, Oregon, has opened a school at Mt. Zion, Wilkes county.

REV. W. C. NOWELL has assumed full control of the High School at Clayton, Johnston county.

MISS ROSA HARRIS has charge of the Primary Department of Louisburg Practical High School.

MR. GEO. W. JONES, late of the Clayton School, has opened a school near Auburn, Wake county.

MISS LAURA DOUB is in charge of the Music Department of Bethel Academy, Pitt county.

PROF. J. S. MIDYETTE, well known in Eastern North Carolina, is teaching at Wheatley, Arkansas.

PROF. J. F. SPAINHOUR will take charge of Globe Academy, Caldwell county, in August next.

MISS IRENE GRIMSLEY resumed the exercises of her school near Snow Hill on the 20th instant.

MISS MARY GOODLOE, of Marion High School, spent the Christmas holidays in Washington City.

CAPTAIN R. W. JOYNER has been engaged as Principal of Oak Grove Academy, Beaufort county.

MISS EVA TWITTY has accepted a position as teacher of music in Mrs. McGilvary's school at Jonesboro.

PROF. W. V. SAVAGE has accepted the position of Principal of Westfield High School, Guilford county.

MR. ROBERT WARD, Principal of Bethel Academy, Pitt county, is meeting with deserved success in patronage.

PROF. J. DAN. MILLER, Principal of Centreville Academy, Pitt county, spent his Christmas in Kinston.

MISS EMMA CLARK (a granddaughter of the late Gov. H. T. Clark) is a teacher in Marion High School.

MISS E. F. HENRY, Music Teacher in Claremont College, Hickory, spent her holidays in Caldwell county.

MISS CORA A. THOMPSON is meeting with great success as Principal of Harlowe School, Carteret county.

MR. P. WYCHE is Principal of Mason's Academy at Gibson's Station, and has just begun a prosperous term.

MISS FLORA CAISON, of Caldwell, has taken a position as governess in the family of Col. Bridgers at Tarboro.

MISS MAMIE A. TODD has resigned her position as a teacher in Waynesville High School, Haywood county.

MISS SELMA SNYDER has been engaged to superintend the primary department of the Elizabeth City Academy.

MR. D. W. MICHAEL, late of Alamance county, has taken charge of the High School at Tyro, Davidson county.

MISS JULIA P. SPENCER, of Peace Institute, has returned from Europe, where she been perfecting herself in art.

PROF. J. M. BANDY, of King's Mountain High School, has accepted the chair of Mathematics in Trinity College.

MRS. S. P. CALDWELL, Music Teacher in Waynesville High School, spent her holidays with relatives at Reidsville.

PROF. A. KUHNERT, an old and experienced music teacher, from Winchester, Va., has opened a school at Goldsboro.

MR. A. J. MCNEILL has a good school at Sanford, and prospects are bright for a large increase of patronage this term.

REV. O. L. STRINGFIELD is meeting deserved success in the management of the High School at Wakefield, Wake county.

MISS M. A. DUNSTON is teacher of Latin, French, English Literature, music and drawing in Williamston Academy.

MISS FANNIE NOLAND is teaching on lower Fine's Creek, Haywood county, where she is giving great satisfaction.

MISS HANNAH ALLEN will give one lesson a week on book-keeping to the higher grade in the New Bern Graded School.

PROF. E. W. KENNEDAY, Principal of Durham Graded School, spent his Christmas holidays with friends at Goldsboro.

MISS LAURAH WOOD's school at Hickory Grove, Lenoir county, is in a more prosperous condition than at any previous time.

PROF. R. J. DAVIS, Principal of Jonesboro High School, reports his school in a more prosperous condition than ever before.

PROF. D. L. ELLIS, of the New Bern Graded School, is training his voice with a view of teaching vocal music to his class.

MR. JOS. BRADFIELD, formerly County Superintendent, is teaching a flourishing school in the northern part of Stokes.

MR. G. W. McDOUGALD is teaching near Little River Academy, and has an enrollment of one hundred and thirty students.

MR. C. L. SMITH has retired from the Raleigh Male Academy to take a place on the editorial staff of the *Biblical Recorder*.

PROF. A. BAKER, who for six years occupied a chair in Yadkin College, is now a member of the Faculty of Oakdale Academy.

MR. CHARLES F. SHERRILL, a graduate of Randolph Macon College, is teaching a large school for boys and girls at Concord.

MR. L. T. BUCHANAN has been elected as a teacher in the Centennial Graded School, Raleigh, *vice* Rev. R. P. Pell, resigned.

PROF. H. W. REINHART, of Thomasville Female College, was in Raleigh a few days ago, attending the Grand Lodge of Masons.

MR. R. T. BONNER, of Aurora, has presented the editor of the *Washington Gazette* with an admirably drawn map of Beaufort county.

MR. WILL S. DEVANE, of Wilmington, who has been teaching at Savannah, Ga., died there December 31st, at the age of twenty.

MR. W. D. McIVER, Associate Principal of LaGrange Collegiate Institute, has retired from the school to engage in merchandising.

REV. L. E. DUNCAN, Principal of the Southern Normal at Lexington, is publishing a monthly magazine to be called *The Normal Echo*.

MR. R. E. HARRIS, who has been teaching near Lovelady, Caldwell county, has been compelled to suspend his school on account of illness.

PROF. W. H. MICHAEL, a graduate of the University of West Virginia, is the teacher of Languages in the Louisburg Practical High School.

PROF. HOLMES, of the University, is in charge of North Carolina's exhibit of timber and botanical specimens at the New Orleans Exposition.

REV. C. H. BERNHEIM having accepted the Chair of Mathematics in Concordia College, has removed his family from Lexington to Conover.

REV. S. H. THOMPSON, late of the Lexington Normal School, will, we learn, remove to Indiana, where he has accepted the pastorate of a Baptist Church.

PROF. JOHNSON, who has so long filled the Chair of Mathematics in Trinity College, has, we regret to learn, been obliged to resign on account of ill health.

MR. WILLIAM A. LONG, of Buncombe county (formerly of Tennessee) has been elected Principal of Shoal Creek High School, Qualla, Jackson county.

REV. WM. R. HARRIS, a teacher in St. Augustine Normal School, Raleigh, and one of the most promising young colored men of the State, died January 17th.

MR. INGRAM has a very good school near Sparkling Catawba Springs. We regret to learn that his school-house was nearly consumed by fire a few days since.

MR. J. M. ROBERTS has charge of Gaston High School at Dallas and has just begun a most promising term. The handsome new brick building is completed.

MISS BETTIE BLAIR, of Danville, Va., has charge of the Primary Department, and is also teaching French and Elocution in Bethel Academy, Pitt county.

REV. J. W. THOMAS, County Superintendent for Watauga, has closed his school at Boone, and will devote his entire time to the ministry of the Baptist Church.

MISS LILLIAN BRANSON (a graduate of Peace Institute), has been elected a teacher in the Centennial Graded School, Raleigh, *vice* Miss Fleming, resigned.

CAPT. T. L. NORWOOD, of Bingham School, and Miss Laura Norwood, of Davenport Female College, spent the holidays with their parents in Tennessee.

PROF. H. H. WILLIAMS, a graduate of our University and of Yale College, also a Chautauquan, has been elected to the Chairs of Greek and German at Trinity College.

MISS CLAY, of Oak Hill, Virginia (a granddaughter of the great statesman of that name), will take charge of the music department of Globe Academy, Caldwell county.

MR. WILLIAM HOLTBUER, Professor of Modern Languages in Cornwall Heights School, New York, spent the holidays with his brother, Prof. Holtbuer, of Clinton, N. C.

REV. P. R. LAW, the efficient Superintendent of Public Instruction for Chatham County, has resigned, and will devote his whole time to the ministry of the Presbyterian Church.

REV. S. R. TRAWICK, a distinguished teacher, who has been engaged in South Carolina, has returned to his native State, and has taken a good school near Shoe Heel, Robeson county.

REV. O. HIGHTOWER is Principal of Williamston Academy. He has an enrollment of over 70, with a new and spacious building, well furnished with patent desks, wall maps, globes, charts, &c.

PROF. P. B. H. KENNY, late of the Graded School at Roanoke, Virginia (a graduate of the University at Nashville, Tennessee), has been elected Associate Principal of Waynesville High School.

MR. W. W. KITCHEN, Assistant Principal of Vine Hill Male Academy, Scotland Neck, graduated last June from Wake Forest College, and is making for himself an enviable reputation as a teacher.

BISHOP A. W. WILSON, of the Methodist Episcopal Church, South, has accepted an invitation to deliver the Annual Sermon at the University of North Carolina at the Commencement in June, 1885.

REV. J. L. M. CURRY, Agent of the Peabody Fund, addressed the members of the Legislature and a large audience of citizens in the hall of the House of Representatives, at Raleigh, on the subject of Education, January 12th.

MR. EDMUND ALEXANDER, Principal of Plymouth Academy, President of the Albemarle Teachers' Association, requests that all teachers desiring the reorganization of that Association will correspond with him on the subject.

MISS L. C. KELLY has an interesting school at Island Ford, Rutherford county. We learn that she uses the NORTH CAROLINA TEACHER as a textbook in reading for one week after each publication, and the pupils enjoy the change very much.

PROF. J. D. HODGES, a graduate from and formerly a Professor in Trinity College, has become associated with Prof. Hugh Morson in the management of Raleigh Male Academy. He is highly endorsed as an efficient, energetic and successful teacher.

CAPT. JOHN E. DUGGER, Principal of the Warrenton Male Academy, one of the foremost educators in the State, has, we regret to learn, been suffering from rheumatism of late. He has been forty years in the school-room, and has served twenty-six as a teacher.

PROF. JOHN F. MCKINNON, late of Brainard Institute, Cranbury, N. J., has assumed the principalship of Laurinburg Female Institute, and will open the Spring session January 19th. He brings the highest testimonials as an admirable instructor, a first rate disciplinarian, and a kind, considerate, Christian gentleman.

CUPID AMONG OUR TEACHERS.

[We hope our readers will pardon the Holiday freaks of the editorial muse.]

MISS TEXIE NOOE, of Rutherford College, was married on December 17th to Mr. J. T. Gardner, of Davie county.

'Twas ever thus since Eden's hour,
The Gard'ner plucks the fairest flower,
And Rutherford's beaux are left all blue
Because they've lost sweet Texie Nooe.

MISS ADDIE KIRKPATRICK, late a teacher in Kinston Graded School, was married, December 23d, to Mr. B. F. Nunn, of Kinston. Both were "Chautauquans" of 1884.

The Good Book says, in Genesis, two,
That man and wife shall be one;
But here we find the law reversed
For where were two we see *Nunn*.

MR. T. M. ROBERTSON, Principal of Pleasant Lodge Academy, Alamance county, was married, December 24th, to Miss Decie Albright.

Friend Robertson is now all right,
And happy too, as we see;
He has a partner that's Albright
In charming, loving, DECIE.

ON CHRISTMAS EVE, in Ocala, Florida, Mrs. A. M. Zimmerman, of Pittsboro, a "Chautauquan," was married to Mr. L. J. Houghton, of Chatham county.

Now, our friend, how you surprised us!
In getting married when no one apprised us.
The TEACHER will not be outdone,
But to the bride, so slyly won,
Will wish rich blessings by the ton.

MR. GEORGE W. MEWBORN, of Snow Hill, was married, January 1st, to Miss Beatrice Peacock, of LaGrange, Lenoir county.

A "teacher teaching," George has been—
The calling with vexations fraught,—
But marriage brings to him new honors
And George becomes a "teacher taught."

MISS ELLA FLEMING, of the Raleigh Graded School, was married on Wednesday, January 14th, to Mr. Geo. S. Houston, of Davidson College.

Ever may most fragrant flowers
Lie along her path of life,
Lasting joys fill all her hours,
And ne'er a jar or word of strife.

MR. JAMES H. LINDSAY, Principal of Kernersville High School, was married December 25th to Miss Annie R. Seig. The editor of the TEACHER acknowledges the compliment of an invitation to the marriage.

The marriage anthem has been sung,
The wedding bells have gladly rung,
A Benedict is Lindsay rated,
While his bride seems Annie-mated.
May ne'er an ill a moment reach her,
Is the sincere wish of THE TEACHER.

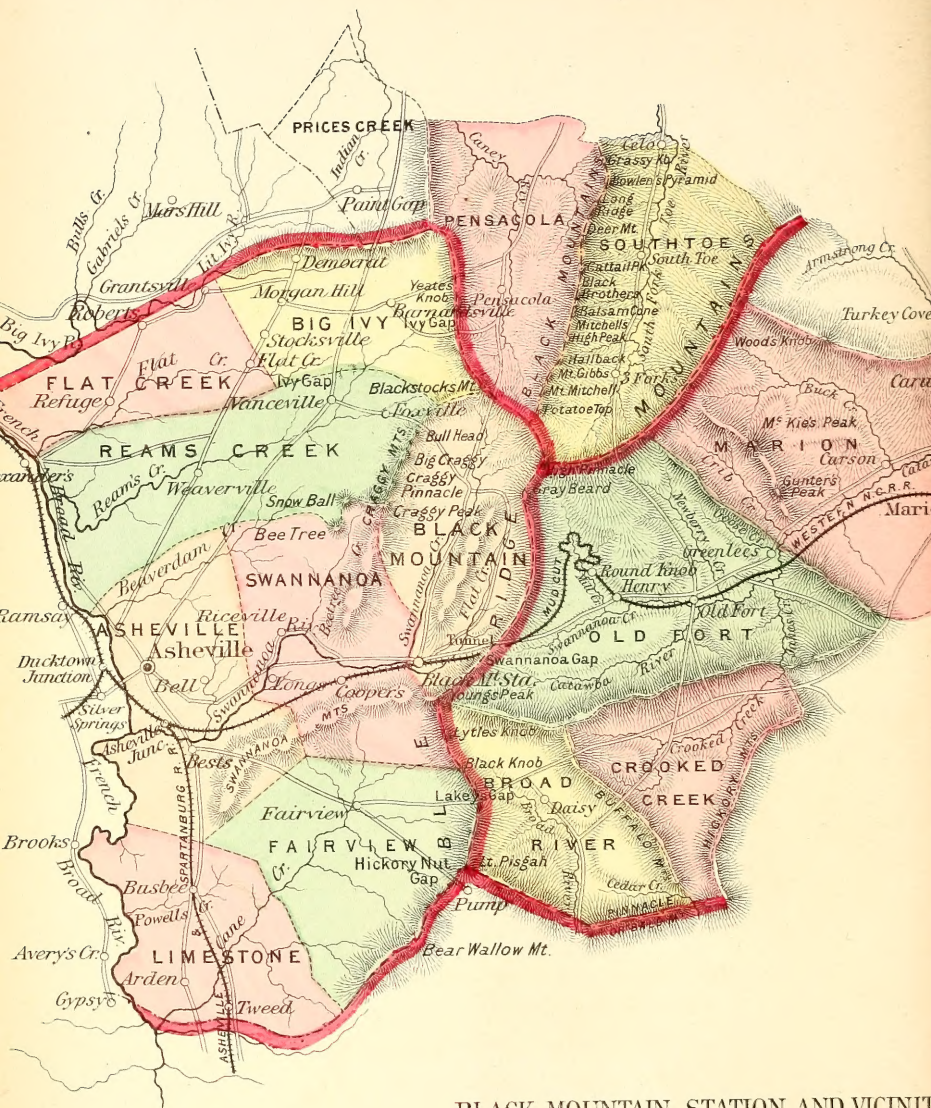
TEACHERS' BUREAU.

[THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

POSITIONS WANTED.

44. A gentleman, full graduate of Vanderbilt University, desires a school. He is thoroughly competent and highly recommended.

45. A colored teacher, with nine years' experience, desires a village school. Modern methods are used.



ENGRAVED EXPRESSLY FOR THE
NORTH CAROLINA TEACHER.

BLACK MOUNTAIN STATION AND VICINITY LOCATION OF THE NORTH CAROLINA TEACHERS ASSEMBLY 1885

Parts of Buncombe McDowell & Yancey Counties
From Shaffer's New Township Map of N.C.
Scale 7 miles = 1 inch.

THE
North Carolina Teacher.

VOL. II.

RALEIGH, FEBRUARY, 1885.

No. 8.

THE TEACHER'S WIFE.

She forms no hard cast-iron plan
To guide her little school,
Only to do the best she can
And give the golden rule.

Her husband over science pores,
Till eye and thought grow dim;
She counts the culinary stores,
And covers books for him.

Her desk, the corner rocking-chair;
Her pen, the needle busy;
Her call-bell, Bertie's "Are you there?"
Or, "Mamma, come to Lizzie."

Her programme, *breakfast, dinner, tea*;
Her teaching-exercise,
Form, learned by baby's foot and knee,
Color, by papa's eyes.

Her term from June to leafy June,
She asks for no vacation;
Her rest, the chat at morn or noon,
A walk, her recreation.

The old, old story of the heart,
Told 'neath the summer sky;
She thinks it o'er, her noblest part
To sing a lullaby.

The Book of Books helps each of them:
He reads of rest from noise;
She, that "The New Jerusalem
Is full of girls and boys."

"We'll fit them, dear," she says and smiles,
"To walk the golden street,
And see that nothing which defiles
Shall touch their hands or feet."

"This is your school, your pupils we,"
He says, "my model teacher;
Lessons more wise, you give to me,
Than book, or pen, or preacher."

And so she sends her girls and boys
To bed for nightly rest,
And says, while picking up their toys,
"Isn't my school the best?"

—*Journal of Education.*

Place one bit of useful knowledge
On another tiny mite,
Keep on adding, time will make them
Shine with wisdom's burning light.
Each small act of perseverance
Nerves you to some greater deed;
From one little grain of forethought
Often grand results proceed.

[For the North Carolina Teacher.]

THE TEACHER'S COMPENSATION.

BY E. E. HILLIARD, SCOTLAND NECK, N. C.

In the January number of a Northern educational journal, a fluent writer says some very appreciable things on this subject, and some, too, that are not so appreciable to teachers whose salaries are poor, as in most cases in the South.

The writer alludes to the fact that in many communities the teachers in our schools are poorly paid. He sets forth in beautiful phrases the truth that good teachers do a good and noble work, and that they know it; and he makes this a large part of their compensation. He extols very meritedly the noble work which good teachers do, and the very important—indeed, the indispensable—offices they fill in a community; and he seems to think that this ought to largely compensate them—the fact that they are doing noble work and that they themselves know the value of it in the community.

Few teachers in the land are as well paid for their services as they ought to be; and is the fact that they are doing good and noble work, and are making themselves such useful members in a community any excuse for their meagre salaries? In the name of common sense and even-handed justice, and in the defense of our teachers, I say, No.

The very fact that teachers are recognized as such worthy members of a community, and are doing so much not only for individual families, but for society generally, is one of the strongest and most forciful arguments in favor of their getting liberal pay for their time and service. Not "compensation" in their own conscientious congratulations that they are doing good work for the community, but actual money paid into their hands, and more of it, is what our good teachers ought to have. They need to be able to spend much of their salaries in furnishing themselves with journals and books, and in studying the methods they are expected to teach.

Very few persons take the time to make any kind of estimate of the labors of their teachers, and fewer still think much about the teacher's hard lot. His life is filled up with duties innumerable, as varied as the diversified dispositions of the pupils he instructs, and as stern and imperious as the exactions of his many patrons are rigid.

Then, too, his is a life of incalculable responsibility.

Among business men, those who fill the most responsible positions receive the largest salaries. This is right, and no one questions it. In justice to the teacher, it may be said that his responsibility is much greater than that of most members of his community. He is responsible for the intelligence of those under his tuition; and as a pebble dropped into the lake disturbs the whole bosom of the water, even after the wavelets have become too small for their effects to be visible, so the influence of a teacher is felt where it is not seen by those around. He is thus largely responsible for the standard of intelligence around him. He is responsible also, in a great measure, for the moral tone of his community, especially if he remains long in the same place. He must give his time and much of his money in making preparations to meet these responsibilities, and why should he not be compensated in a superior manner?

Many speak well of him for these things and congratulate themselves that they have him to train their boys and girls. They remind me very much of the good old Christian man we have all heard of, who, in contemplating the fullness and freeness of the blessings of religion, was constrained to "thank God that he had been a member of the church forty years and it had cost him only twenty-five cents."

The judges in our courts occupy but little more responsible positions than do our teachers. Let us see if it is not true.

Our teachers educate the boys that are to become the judges; they educate the boys who are to be the lawyers at the bar; they educate not only these judges and attorneys, dispensers of justice and defenders of truth, but they educate the men who are to make our laws. Can we not see the responsibility?

How many teachers fully take in the idea that from among the troublesome little urchins who are continually testing their patience, may come many of the future framers and interpreters of the laws of the land?

And yet the teacher must see these very men whose whole success is due to his never-failing energy and unremitting care in trying to train them correctly—he must see these very ones occupying positions that enable them to amass fortunes, while the teacher's family are hardly able to give him a decent burial, and have little to depend upon for future support but the poor man's insurance.

By the report of the Commissioner of Education 1882-'83, the average salary for the teachers in the public schools of North Carolina is \$24.11. Is this enough to pay their expenses and enable them to fit themselves for first-class teaching, and then have what intelligent men and women ought to have?

Not the money value alone of their labors would I have our teachers regard, for there is a rich reward in knowing that we are engaged in a noble work; but surely there is no need of literally sacrificing our teachers to a good cause simply because they love it and work for it.

What I have said has not been in the spirit of personal complaint, but in the hope that I might show those teachers, who have not already carefully considered it, the high positions they occupy and the claims they may justly make for the noble work they do.

Never yet did boy of spirit
Feel the sharp lash to his gain;
If by love you cannot win him,
You may lacerate in vain.

[For the North Carolina Teacher.]

PENMANSHIP.

BY T. W. FIELDS, A. M., PORTLAND, INDIANA.

For the past three years or more, teachers and professional penmen have been considering among themselves whether copy-books were not an evil in the school-room. It is a most deplorable fact that pupils who learn to write (?) in them, especially in double ruled copy-books, seldom attain a free, rapid movement in writing. The best teachers of the art know that a correct *movement* is the most important qualification for good writing. Closely allied to movement is uniformity of slant, spacing and height, and all three of these depend almost wholly upon a free movement.

The copy-book, with double ruling and vertical lines, divide the page into so many boxes, as it were, and every pupil then is required to reproduce his engraved copy in the allotted space. There is no allowance made for the lengths of fingers in different pupils, the different sizes and shapes of the hand, the varying lengths of fore-arms, which go to modify the difference in the handwriting of different persons. It must all be written in its assigned "box," though the form of the hand and arm might want it extended above the lines, or extended beyond the vertical rulings.

Again, the cost of copy-books is one of their worst objections. But a moment's consideration will suffice to show that a copy-book of twenty-four pages contains no more paper than is to be found in three sheets of foolscap, yet the copy-book costs fifteen cents, and the three sheets cost but three cents.

A lifeless, engraved copy, produces in the minds of children a hesitancy of *thought* and *action*, which is the reverse of what they should learn. They try harder to get the letters and words of the same height, size and width, so as to fit in their places, than they do to observe the right form, connection and quickness

of execution. Copy-books deprive the pupils of all intellectuality and make the act of writing purely mechanical.

It is now established quite satisfactorily that where pupils are taught a right movement, combined of finger, fore-arm, muscular and lateral motion, and in addition taught the correct forms of the letters as they are united in *words*, that they will soon acquire a good business hand, while the copy-book method does not give it.

[For the North Carolina Teacher.]

ANNIVERSARY EVENTS.

"NEWS, OLD NEWS."—SHAKESPEARE.

COMPILED BY ALBERT P. SOUTHWICK, GALVESTON, INDIANA.

FEBRUARY TWENTY-SECOND.

1512. Death of Amerigo Vespucci, at Seville, Spain. He was born in Florence, Italy, on March 9, 1451.

1630. The first Thanksgiving in Massachusetts. The day had been appointed for a general fast, as no ship had arrived in a great length of time and the provisions of the colonists were nearly exhausted. At an opportune moment, however, the good ship *Lion* arrived from England with an abundance of food, and the "day of sorrow" was immediately changed to one of joy and feasting. A fortunate omen!

1732. Birth of George Washington, "the father of his country," near the banks of Pope's Creek, Westmoreland county, Va. His death occurred between 11 and 12 o'clock on Saturday, December 14, 1799.

1770. On this day a mob, principally boys, attacked the residence of Mr. Richardson, of Boston, because he had attempted to remove the mark of warning set against the house of a Mr. Lille, who had opposed the non-importation law. Richardson

fired at the mob and killed *Christopher Snider*, a boy eleven years of age, who was recorded in the newspapers of that day as "the first martyr to American liberty."

1797. The last foreign invasion of Great Britain, when the French tried to land in Wales, but capitulated without a battle.

1819. Birthday of James Russell Lowell, at Cambridge, Mass., author, editor and diplomat.

1836. Death of Joice Heath, a blind negress, exhibited under the management of P. T. Barnum, with the claim that she was one hundred and sixty-two years of age, and had been the nurse of George Washington. Dying in New York, a *post mortem* examination was held, which proved that she could not have been more than eighty years of age.

1845. Death of Rev. Sydney Smith, the witty divine.

1856. The first Republican convention was held at Pittsburg, Pennsylvania.

1858. Equestrian statue of Washington, by the sculptor Crawford, at Richmond, Va., was inaugurated, Edward Everett delivering an address.

1859. Largest "colored" funeral ever known in Norfolk, Va., was attended at the Bell Church, on the occasion of the death of Sarah Malloy, aged 120 years.

1861. Abraham Lincoln made his journey from Harrisburg to Washington, the hero of the "Scotch cap," safely reaching his destination. The "shawl story" has lately been denied (1884) by its author, the well-known newspaper correspondent "Joe Howard."

1861. Edward Payson Weston walked from the State House, Boston, Mass., to the Capitol, Washington, D. C., a distance of 478 miles, between this day and March 4, in ten consecutive days, four hours and twelve minutes, touching the back of the Capitol just as the clock struck 5 P. M. It is estimated that he walked 510 miles, having walked off the direct road a portion of the way. This was undertaken to pay an election wager that he made with Mr. George B. Eddy, of Worcester, Mass., in the Presidential campaign of 1860, on the election of Abraham Lincoln.

1865. Capture of Wilmington, N. C., by the Federals.

1881. Formal transfer of the Obelisk from Egypt to the United States in Central Park, New York city.

FEBRUARY TWENTY-THIRD.

1848. In the church at Braintree, Mass., on one side of the pulpit is an inscription to John Adams, and on the other one relating to his son. It reads thus: "Near this place reposes all that could die of John Quincy Adams, son of John and Abigail (Smith) Adams, sixth President of the United States. Born 11th of July, 1767, amidst the storms of civil commotion, he nursed the vigor which inspires a Christian. For more than half a century, whenever his country called for his labors in either hemisphere, or in any capacity, he never spared them in her cause. On the 24th of December, 1814, he signed the second treaty with Great Britain, which restored peace within her borders. On the 23d of February, 1848, he closed sixteen years of eloquent defence of the lesson of his youth by dying at his post in her great National council. A son worthy of his father, a citizen shedding glory on his country, a scholar ambitious to advise mankind, this Christian sought to walk humbly in the sight of his God."

1884. The steamship *James Turpie*, on her voyage from Algeria to Baltimore, Md., on this day encountered a hurricane that lasted twelve hours. The efficacy of "throwing oil on troubled waters" was tried by the captain, Mr. Smith. Two canvas bags filled with fish-oil were lowered from the vessel's bow, so that the oil would ooze from them and mingle with the sea. A good result was perceptible almost immediately. It quieted the waters, and the captain states he believed it saved the ship from having her decks swept "fore and aft."

FEBRUARY TWENTY-FOURTH.

1468. Death of John Gutenberg, the father of printing.

1785. Birth of Gardiner Spring, Presbyterian preacher and author, at Newburyport, Mass. He died August 18, 1873.

1810. Execution of Andreas Hofer, the brave Swiss patriot, betrayed by Douay, "a loved, cared-for, and trusty friend." He was placed in the power of France by the Emperor of Austria. A plain tombstone on Bremner Mountain, not far from his native home, marks his last resting-place. Born November 22, 1767.

1815. Death of Robert Fulton, who was born in Little Britain (now called Fulton), in Lancaster county, Pa., in 1765. He left his wife an income of \$9,000 a year, and his four children each \$1,000 a year from the time they were twelve years old until they became of age. And thus was poor John Fitch's prediction verified: "The day will come when some man, more powerful, will get fame and riches from my invention."

1821. Death of John Keats, the English poet, at Rome, Italy, of consumption. The first line of his *Endymion* will live forever: "A thing of beauty is a joy forever." He was born in 1795.

1824. Birth of Gen. Winfield Scott Hancock, in Montgomery county, Pa. He entered West Point Military Academy on July 1, 1840; was appointed Second Lieutenant on July 1, 1844, served three years in the Indian Territory, then through the Mexican War, winning his promotion for "gallant and meritorious conduct"; commissioned Brigadier-General of volunteers on September 23, 1861, and Major-General, November 29, 1862; was wounded at Gettysburg, where his brilliant and heroic conduct helped largely to win the day. In 1867 he was appointed Commander of the Department of the Gulf, and exercised his powers in the most wise and judicious manner. He was nominated for the Presidency on June 24, 1880.

1824. Birth of George William Curtis, author, orator and journalist, at Providence, R. I. Attended school at Jamaica Plain, Mass., for four years; engaged as a clerk in a mercantile house in New York in 1839; visited Europe in 1846; became a member of the editorial staff of the *New York Tribune* in 1850; became a lyceum lecturer in 1853; was defeated as Republican candidate for Congress from his home district in 1864; appointed chairman of the Civil Service Commission in 1871, resigning

this position two years later. In 1863 he became political editor of *Harper's Weekly*, which position he has held uninterruptedly to the present.

1848. Louis Phillipe I., Duke of Orleans, abdicated the throne of France.

FEBRUARY TWENTY-FIFTH.

1634. Assassination of Wallenstein.

1694. Birth of Voltaire, the noted French infidel. He died in 1778.

1723. Death of Sir Christopher Wren, the builder of St. Paul's, London.

1791. First United States bank chartered.

1799. Act passed by Congress authorizing the purchase of two navy-yards.

1815. Napoleon left Elba for Paris, being greeted with tumultuous joy by the soldiers and populace.

1833. Birth of John P. St. John, at Brookville, Franklin county, Ind. Nominee for President by the Prohibition party, 1884.

1848. Birth of William H. Marsh, in the city of New York. This musical prodigy, before the age of three, exhibited his remarkable appreciation of "time" in a series of performances given upon the drum.

FEBRUARY TWENTY-SIXTH.

1672. Birth of Augustine Calmet, Roman Catholic Bible commentator, at Lorraine, France. His death occurred in October, 1757.

1713. James Hervey, Episcopal divine and author, was born at Hardingstone, England; dying on December 25, 1758.

1802. Birth of Victor Hugo, the immortal French poet, at Besancon, France.

1848. Republic proclaimed in France.

1851. Formal retirement from the stage of William C. Macready. He was born in London in 1793, and died in Somersetshire, England, in 1873. On May 10, 1848, occurred the noted riot of the Astor Place Opera House.

1852. Death of Thomas Moore, the Irish song-writer and poet, the friend of Byron. He was born in 1778.

1861. Victor Emmanuel was made King of Italy.

1884. Death of Comte de Schraum, one of Napoleon's most brilliant officers, at Paris, aged ninety-five years.

1884. A dynamite explosion occurred at the Victoria railway station in London, injuring two persons slightly and damaging the depot and surrounding property to the extent of \$20,000.

FEBRUARY TWENTY-SEVENTH.

1776. This is the date of the noted battle of Moore's Creek Bridge, N. C., when the Tory Scotch Highlanders living at Fayetteville and vicinity, led by Donald McDonald, attacked a body of Americans commanded by Colonels Caswell and Lillington. The former, 1,500 in number, were defeated with a loss of seventy killed and wounded, while the latter, 1,000 in number, had none killed, and but two slightly wounded.

1797. The Bank of England stopped payment on this day.

1807. Birth of Henry Wadsworth Longfellow, at Portland, Me. His death occurred on March 24, 1882. A marble bust of the poet was unveiled in the "Poet's Corner," Westminster Abbey, on his birthday in 1884. It stands near the busts of Dryden and Chaucer.

LOVE YOUR PUPILS, and they will love you. Loving you, they will strive to please you; and your rules, which would seem to them intolerably irksome did they dislike you, will become to them a source of pleasure in the fulfillment. If you want to have an orderly school; if you want to be happy in your work; if you want your children to obey and love you, love them. These three words, rightly used, would have prevented many a failure—love your pupils.—*Exchange*.

[For the North Carolina Teacher.]

HISTORY AND GRAMMAR.

BY R. A., AUSTIN, TEXAS.

As each new number of the TEACHER reaches me, I eagerly scan the pages for more light on teaching history and grammar in our schools.

History is neglected in nearly all schools. Why, I never could understand. Is it not "first cousin to geography," and ought it not to be taught in connection with geography?

I fear we are really doing more harm in grammar, for it is taught in all schools—begun early and continued long. But is it taught intelligibly? What real knowledge of grammar have pupils, even after finishing the prescribed course?

True, they can diagram beautifully, analyze correctly, but what do they know of "old-fashioned parsing," or of the proper building of sentences?

Is the present method of teaching grammar even as good as the old, or what improvement can we make on either? are questions of great importance to teachers.

Will not Prof. Shepherd suggest some means by which the *diagram tide* may be stemmed, and grammar become *real knowledge* to the pupil, yet not an irksome study?

Practice may be had with sentences in which the emphatic words are indicated to the eye. These may be written upon the blackboard. It is in favor of such training that while pupils are receiving this kind of training, they can at the same time learn the use of emphasis, and the different methods of giving it.—*The Teacher*.

TEACHERS' ETHICS.

In all the leading professions there exists a prescribed code of ethics which governs to a certain extent every member of those professions. We claim that of all the professions none is more noble or exalted than that of teaching. We often hear something of "Legal Ethics," "Medical Ethics," and "Political Ethics," now let us begin to hear something of "Teachers' Ethics." The teachers also must have a "code" of rules, setting forth their proper forms of deportment towards one another, towards their pupils and their patrons. There are many little courtesies which ought to be often seen in the daily conduct of the teacher, that will tend to build up and ennoble the teacher and the teacher's profession and smooth over many rugged places in the toilsome path of school work.

Let us carefully consider the following hints in commencing to build our "Code of Ethics":

Don't try to be a tyrant in the school-room.

Don't pet the son of the rich school committeeman and snub the poor mechanic's boy.

Don't criticise unfavorably, in the presence of your pupils, any methods or habits of your predecessor.

Don't visit the patrons of another teacher's school with a view to securing the pupils for your own school.

Don't tell a school committee that you will teach their school for a smaller price than Miss A. or Mr. B. is receiving.

Don't speak of the faults of your pupils to any person except their parents, and then only in the utmost kindness, and when absolutely necessary, with a view to possible correction.

Don't neglect your personal appearance. Every school deserves a neat and tidy teacher. Soiled collars, ruffs or aprons, a bloused head, or unbrushed shoes, should not be tolerated.

Don't fail to be polite to every pupil. Politeness toward scholars wins respect and politeness from them in return.

Don't punish a child as if it were a pleasure to you instead of a responsible duty.

Don't say anything at all about a fellow-teacher when you cannot speak well of him or her.

Don't try to talk your school to death, neither let a cemetery silence brood over the school, but strive to keep up an air of "business" at all times, representing active and steady work.

These few hints are submitted with a desire and a hope that our teachers will give some thought to these things and also give some earnest efforts toward elevating the standard and the dignity of the teacher's calling. The teacher must not give instruction only in the subject-matter of the text-books, but also be a living exemplar of all those little courtesies and polite formalities which go to make up the pleasures and refinements of our social life.

[For the North Carolina Teacher.]

A DISCRIMINATION BETWEEN COMMONLY ACCEPTED SYNONYMS.

NUMBER TWO.

BY CHARLES F. SHERRILL, CONCORD, N. C.

Large and Great. We speak of a large house, and a great man.

Condescension and Deference. Condescension is shown to inferiors, and deference to superiors.

Emulation and Competition. In emulation we strive for equality; in competition, for superiority.

Illegible and Unreadable. A book is illegible when the printing is bad; it is unreadable when the subject-matter is not good.

Only and Alone. Only means there is no other of the same kind. Alone signifies exclusion from others. "An only child has neither brother nor sister; a child is alone when it is by itself."

Choose and Prefer. If three or more persons apply for a position, one is chosen; if two apply, one is preferred. We prefer one to another, and choose from a number. "He did not choose a profession, and preferred a private life to a public one."

Obstacle and Impediment. An obstacle is that which *stands in the way* between us and the object we have in view. Impediment means literally to *bind the feet*. An obstacle interferes with the attainment of an end; an impediment interrupts our progress. We remove impediments, and surmount obstacles.

Complete and Entire. A thing is complete when it is filled up or wants none of its appendage. It is entire when it is undivided or wants none of its parts. "A man may have an entire house, and not a complete room."

Duty and Obligation. Duty is what we are morally bound to do or not to do. Obligation is an external law, arising from a sense of favors received. Duty is an internal law imposed by conscience. "Duty is the obligation imposed from within; obligation is the duty imposed from without." "Duties extend beyond obligations."

Shall and Will. In the first person, shall denotes futurity; in the second and third persons, constraint. Will, in the first person, signifies determination; in the second and third persons, futurity.

"In the first person, simply *shall* foretells;
In *will* a threat or else a promise dwells.
Shall in the second and the third, does threat,
Will simply then foretells the future feat."

Melody and Harmony. Melody is the pleasing succession of different sounds of the same voice or instrument. Harmony is the union of concurring musical sounds. The hummings of the bees, the whisperings of the breezes, the murmurings of the rills, the varying notes of the birds, each taken separately is full of melody; but these melodies do not blend into harmony. "There may be melody without harmony, but harmony is always the union of melodies."

[For the North Carolina Teacher.]

TEACHING SCIENCE IN SCHOOLS.

BY PROF. F. P. VENABLE, UNIVERSITY OF NORTH CAROLINA.

That some kind of instruction should be given in Natural Science in our higher schools is becoming each day more clearly apparent to the best educators. One reason for this is, that for many attending our schools a collegiate education is an impossibility. They are forced to go immediately from the high school into business life, and however useful a knowledge of nature's laws might be to them, however much it might add to the comfort or pleasure of their lives, they must remain in ignorance of them all unless the key to open these secrets is placed in their hands during the school course.

Some little experience in teaching science in schools has shown me that there are two great dangers in the usual mode of teaching and in the customary text-books used. Either a very superficial knowledge of the subject is given, which greatly interferes with more thorough acquaintance afterwards, or the immature mind is so loaded with indigestible facts that a distaste for the study is given which can only with great difficulty be overcome. Of course such teaching might be called worse than useless, as the child can derive but little benefit from what it has already learned, and future study is rendered much more difficult.

Let us take such a study as chemistry and see where the trouble lies. The facts of chemistry have become so numerous, and underlying all of our arts and sciences as it does, those facts are of such importance that the writer of a school-book hardly knows what to abridge or leave out. Many of our school chemistries are mere condensations from the large text-books, very much as if one had written out the larger book in short-hand. Printing and space may be saved, but such a book could only be useful to one well versed in the science. It might serve as a jog to the memory of one well versed in the science, but would be a

poor guide to initiate one into all that is useful and beautiful in that branch of human learning.

There are other little hand-books in use which fall into yet another error by attempting to translate these wonders of nature into the language affected by young mothers to their crowing infants. Such translation is not needed, as young people very soon learn to think as their elders do. They lose their taste for these words of one syllable as they do for boiled milk, and partake eagerly of the strong meat of fuller, deeper language. Science, to be taught effectually, must be taught scientifically, not necessarily retaining the difficult technical terms, but certainly using scientific methods. There is too much of this popularizing science by analogies with common objects around us, and it seldom happens that these analogies can be fully carried out. The immature mind, however, makes no limitations and accepts the analogy in its entirety. How many oranges are very much flattened at the ends, for instance, how many are perfectly round, how many have pointed ends, even? Yet children have been assured from time immemorial that the world is "round like an orange"—like which one of the many they can buy at any store, pray? The habit of observation is the first thing to be taught the child. Encourage the young inquiring mind in noticing the many everyday, yet wonderful, phenomena of nature, and in noticing them accurately. Make the children give descriptions of the progress of some thunder-storm, or the quiet spinning of some spider around its victim. Teach them patience, tell them of Darwin's patient watching for hours to see which one of its tiny feet the spider moved first in its spinning, and of his honest confession at last that he did not know—for honesty is of the first importance here as in all things, and is wonderfully rare.

A child cannot begin too early to observe. Indeed, I doubt whether it can be taught to observe afterwards if the early childhood has been spent unobservant and sluggishly blind. There are many ways of interesting the children in observing nature. Help them to collect specimens of minerals, of butterflies, of shells, of flowers. Let their compositions sometimes turn in this

direction. In all practiced work which they do in this direction instil into them habits of neatness and order. Nice labels neatly written, simple yet well-adapted home-made cases for the specimens, nothing slovenly nor carelessly done.

The next step is to teach them to reason. It should go hand in hand with the observing. Let no fact observed go by unexplained. True, the explanations of far too many things in nature are still unknown to us, but that would be a very poor reason why a child should stop inquiring about all these things. By reasoning over a few observed facts the young mind can easily be led to see some all-pervading law, and then it will be a pleasant and profitable mental exercise to group other facts under the same law.

All children whose minds are active are continually asking for explanations of the strange new things which they see around them, things which older heads have grown used to and indolently call common, every-day occurrences, ignorant or careless of the causes underlying them all. Too often we put a stop to their eager inquiries, telling them when they are older they will understand it all, unwilling to confess our ignorance, or lacking patience for the task. I have no doubt but that many a childish intellect has been thus repressed and stunted which might, if properly guided, have done good service among the world's thinkers. No teacher is worthy of his calling who is not pleased to have these questions asked of him, giving him thus an insight into the working of the minds placed in his care.

One can easily see how much more instructively and attractively a teacher well grounded in the natural sciences can teach these every-day object-lessons. For young children, then, it would be best that no scientific text-books be used, but the groundwork of the sciences be laid by frequent intelligent illustrations from every-day life. For the higher school classes the text-books should not attempt an abridgment of the whole science whatever it may be—principles, laws, facts, and all, but selecting certain only of the most important facts or lessons to be

taught, teach them fully and clearly. If it were a text-book of chemistry, take water, the air, and iron, and tell all about them that can be easily grasped. Thus superficiality and a blasé indifference to the after study of the subject can be avoided.

CAN YOU COUNT A BILLION?

What is a billion? In the French system of notation, which is also used in the United States, it is a thousand millions; but the English system gives the name billion to a million millions. Sir Henry Bessemer, the famous inventor, who is in the habit of occupying his leisure with curious calculations for the amusement of his grandchildren, tried to convey some idea of the immensity expressed in this little word. He took it successively as a measure of time, of length, and of height. Selecting the second as the unit to be used in his first calculation, he began with the startling assertion that a billion seconds have not yet elapsed since the commencement of the Christian era—nor, indeed, even a sixteenth part of that number! A billion seconds make 31,687 years, seventeen days, twenty-two hours, forty-five minutes, five seconds! In regard to length, he chose for his unit the English sovereign, a coin of the size of a half-eagle. A chain of a billion sovereigns would be long enough to pass 763 times around the globe; or supposing all these coins lay side by side each in contact with its neighbor, it would form about the earth a golden zone fifty-six feet six inches wide! This same chain, were it stretched out straight, would make a line a fraction over 18,328,445 miles in extent! For measuring height, Sir Henry chose for a unit a single sheet of such paper as that upon which the *London Times* is printed—a measure of about $\frac{1}{333}$ of an inch in thickness. A billion of these thin sheets pressed out flat and piled vertically upon each other would attain the altitude of 47,348 miles! If any one doubts the correctness of these calculations he may go to work and figure the thing out for himself.





REV. CHARLES E. TAYLOR, B. LIT.,
(UNIVERSITY OF VIRGINIA)
PRESIDENT OF WAKE FOREST COLLEGE,
WAKE FOREST, N. C.

REV. CHARLES E. TAYLOR.

The TEACHER has the pleasure of presenting its readers this month with an excellent photo-engraving of Rev. Charles E. Taylor, President of Wake Forest College.

President Taylor was born in Richmond, Virginia, October 28, 1842, and is the youngest son of Rev. James B. Taylor, a distinguished minister of the Baptist Church. He was educated at home by his sisters until he was fourteen years of age, when he entered the academic department of Richmond College, remaining a student in that institution until his course was interrupted by the tocsin of war. In April, 1861, he entered the Confederate army as a member of Company F of Richmond, and served with General Lee in his West Virginia campaign in the summer of 1861, and with "Stonewall" Jackson in his Valley campaign in the winter of 1861 and spring of 1862. Having been slightly wounded at Kernstown, he was transferred to the Tenth Virginia cavalry. In 1864 he was assigned to duty as acting Adjutant of the Secret Service Bureau, and during that year was captured by General Averill of the Federal forces.

When the war closed young Taylor laid aside his sword, and entered the peaceful pursuit of teaching in his native State.

In October, 1865, he entered the University of Virginia, and took diplomas in the entire academic course, except mathematics, graduating in June, 1870. After graduating, he visited Europe, and at Dublin, on his return, heard of his election to the chair of Latin in Wake Forest College, North Carolina. Accepting, he reached College October 4, 1870, and since that time has filled the position with great satisfaction. In July, 1884, he was elected Chairman of the Faculty, and on the 11th of November, 1884, he was elected President of the College.

Prof. Taylor was received into the fellowship of the Baptist Church, December 10, 1852, being baptized by Rev. J. B. Jeter, D. D. He was regularly ordained a minister of that denomina-

tion April 23, 1871, and found time from his college duties to serve as pastor a number of churches in the vicinity of Wake Forest.

During the year 1883 he undertook the Herculean task of increasing the endowment fund of Wake Forest College to \$100,000, and by his indomitable perseverance and earnest, well-directed appeals, was mainly instrumental in accomplishing that desired end. His election to the presidency of Wake Forest College is a well-deserved compliment for the distinguished service rendered in securing its endowment, and the Baptists of North Carolina confidently look forward to his administration of the affairs of their denominational college with high hopes of enlarged success and extended usefulness.

We deem the election of Prof. C. E. Taylor to the presidency of Wake Forest College as a most fortunate choice by the Trustees. Prof. Taylor had given good proof of his fitness for the position by his elevation of the scholarship of his classes through the Virginia University system. This was followed ultimately by all the other departments of the College.

He possesses a broad, well-trained intellect; is circumspect, measuring every situation; is conscientious and faithful in the detail of duty; is independent and self-reliant, with abundant caution; is respectful to all, setting the best examples and profiting by the advice of the hour. He is a wise and prudent man, because eminently Godly; is far removed from extremes, and does not decide upon a course of action without weighing carefully the reasons for and against. There is doubtless no friend of the institution, and of education in the State, but that is delighted with the elevation of this most worthy and capable gentleman to the distinguished position of President of Wake Forest College. No man has served the institution more faithfully, and none so successfully in its financial necessities. His untiring efforts to carry the endowment up to \$100,000 from about \$54,000 was hailed by the friends of the institution, when it was completed, with every dollar of the amount in hand on the first of January, 1884, with profound gratitude and thanks to the Giver of all good.

This work appeared to some as an inspiration bestowed upon the almost self-appointed agent, to accomplish an object, from which the bravest Baptist spirits recoiled. It was by authority that Professor Taylor undertook this unpromising duty, but there was little weight in it, for none had much confidence or hope. It is easily seen now that this very work of the endowment was preparing its agent for the more pleasing if not less responsible duties of the presidency of the College. It is a great advantage in having not an untried man in the position, and one who has the fear of God before him, and one who is endowed with so many of the qualities which are requisite for so high and difficult a position.

May President Charles E. Taylor be to North Carolina in her educational prosperity what Dr. Arnold was to the same cause in England, and may our children live to see more Rugbys, and more Wake Forests, and more Universities like ours at Chapel Hill, and more and better colleges all over the land.

THINGS WE SEE.

BY A. J. SMITH.

We often visit a school where no particular plan for dismissal at recess or the close of a day is followed. At the appointed time the teacher says: "Recess," or "the school is dismissed," and boys and girls, large and small, arise at once, and sometimes noisily, go in a promiscuous crowd after bonnets, baskets, etc. We think this tends to disorder, and recommend that some method be observed that will secure a quiet and orderly dismissal.

We insist upon no certain plan, but we have often seen rooms very properly dismissed, a row at a time, beginning usually with the boys, who are most impatient and therefore more difficult to

restrain. Loud laughing, talking, stamping or whistling should not be tolerated in the room during the recess, and boys and girls should not be rude in their manners towards each other. They must not regard the school-room as a barn or play-ground where unmannerly or noisy conduct is allowable. Children should be taught to respect each other, especially boys should be taught to respect the girls. Too much attention cannot well be given this subject.

We often notice, too, that a teacher uses a text-book in all the recitations, even for the most primary work. We doubt the propriety of the use of more than two geographies in any school, beginning with a good elementary book when the child has reached the Fourth Reader, and but two arithmetics, following in the same order. But we frequently find teachers using a primary arithmetic with children who cannot add at all, and can find them also using a small geography, called "First Lessons," and reading the questions of these books to the children. We very much doubt whether any good results from such teaching.—*Exchange.*

Too MANY teachers have almost no general information. A teacher must keep pace with the events of the day. If an event of importance takes place in the country or the world, the class should know it. It is the duty of every teacher to be familiar with the current events of the day. The newspaper should reach every teacher in the land. The pupils will thus get a thirst, which will last them through life, for that knowledge which is so essential to good citizenship. There is no necessity that teachers should lack culture. No other profession is so full of stimulants. While the teacher is teaching a certain branch he should study it, and thus the pupils will get the benefits of his thoughts and labor.—*Selected.*

[For the North Carolina Teacher.]

LENOIR COUNTY TEACHERS' ASSOCIATION.

Quite a number of enthusiastic teachers of this Association met in the Kinston Graded School building, February 7th, and were called to order by the President, Dr. R. H. Lewis.

Under the order of exercises for the day, Messrs. Goodwin and Grimsley discussed the subject: "How to Teach Primary Numbers." Mr. Goodwin made a very practical development of this subject, showing how it should be treated in the most primary grades. Dr. Lewis, in the general discussion, showed the teachers what he had found to be the most satisfactory method of teaching primary numbers. We believe his remarks worthy of the consideration of all who heard him, for he is a practical teacher, and one of long experience in his work.

We regret that urgent business necessitated the absence of Prof. T. R. Rouse, the orator of the day.

Rev. Israel Harding was elected orator of the next meeting, and Miss Agnes Grady essayist; and "How to teach History" is to be discussed by Dr. Lewis and Prof. Rouse.

The meeting adjourned to meet in Kinston College, February 28th. All members are expected, and the public is invited.

GEORGE A. GRIMSLEY, *Secretary*.

DAVIDSON COLLEGE.

The Rev. Dr. T. D. Witherspoon, President-elect of Davidson College, is a Presbyterian minister in high reputation, at present the pastor of a large church in Louisville, Ky. He is in the prime of life, and eminently adapted to the high position which he has been invited to assume. In learning, in piety,

and in proved efficiency, he is believed to be the man especially fitted for the place. The only difficulty is a doubt whether he will accept the office. The position he now fills is one of very great importance, and we know that he could not leave Louisville without a general protest on the part of the people and earnest opposition from the members of his own charge. For several years, Dr. Witherspoon was the beloved and useful pastor of the Tabb Street Presbyterian Church, Petersburg, Va., in which his memory is now treasured. It is not long since he was the Moderator of the General Assembly of the Presbyterian Church of the Southern States. His acceptance of the Presidency of Davidson College would be a fortunate event for the interests of education in North Carolina.

At the same meeting of the Board of Trustees W. S. Graves, A. M., was elected to the Chair of Greek and German in Davidson College. Prof. Graves is a graduate of high distinction of Washington-Lee University, Lexington, Virginia, and taught with marked success in the celebrated Bellevue High School, under the control of Hon. James P. Holcombe, LL. D. He has been for two years a post-graduate student of Johns Hopkins University, and receives the highest testimonials from Professors Gildersleeve, Martin, and others, of that famous institution. Davidson College is to be congratulated on these distinguished additions to its present capable faculty.

THINGS TO TELL PUPILS.

CORK is the soft, elastic bark of a species of oak which grows abundantly in Spain, Italy, Algeria and the south side of France.

THE FIRST GEOLOGICAL survey of a State in the United States was commenced under the auspices of the North Carolina Legislature, by Prof. Dennison Olmstead, who was, from 1817 to 1825, Professor of Chemistry in our State University.

[For the North Carolina Teacher.]

CHARLOTTE GRADED SCHOOLS.

BY R. M. L.

The Charlotte Graded Schools are alive, of course; with every one of the teachers a subscriber to the NORTH CAROLINA TEACHER, how could they be otherwise? They have not yet lost the enthusiasm gained at Madison, Chapel Hill, Spartanburg, Lincolnton, Reidsville, and the other normal schools and institutes of the summer vacation; at which, one or more representatives of the teacher corps was present. The Teachers' Club gives the teachers the reading of the leading educational periodicals of the land. A weekly meeting of the training class for the discussion of interesting educational topics, conducted by Prof. Mitchell, is another one of the valuable helps to young teachers of the school. Let the good work go on.

The result of a wound from cupid deprived the schools of one of the teachers at holiday time. Miss Carrie Clarkson was one of the three teachers remaining this year who had been connected with the schools since their organization. The patrons did not like to lose so faithful a teacher. Miss Annie Rodie, of Jersey City, a graduate of the Oswego Normal and Training School, has taken her place.

Among those who have visited the school during the year are Dr. Curry, of Virginia, Dr. Mayo, of Massachusetts, Dr. Jenks, of Brown University, Prof. Rayhill, of Illinois, and Prof. Groves, State Superintendent of Delaware. They spoke in enthusiastic terms of the progress made, and thought the outlook for the future unusually encouraging.

NEWS NOTES.

KINSTON COLLEGE opened with ninety-nine pupils.

MR. PALEMON J. KING has over 50 pupils in Shelby High School.

MISS LIDA JOHNSON opened her school at Shelby with 26 pupils.

THE LAURINBURG SCHOOLS are all reported as in a flourishing condition.

AN ACADEMY BUILDING will soon be erected at Cedar Rock Nash county.

MOORESBORO is happy over a good and flourishing school and a good teacher.

BOONE, Watauga county, is without a school. A fine opening for a good teacher.

AURORA ACADEMY, in Beaufort county, has 240 square feet of blackboard space.

LICK CREEK ACADEMY, in Davidson county, is in the midst of a flourishing session.

OAKLAND ACADEMY, at Polkville, Anson county, has an enrollment of 62 pupils.

MR. M. L. WHITE, of Polkville, appreciates the improved methods, and has 70 pupils.

CONCORD, Cabarrus county, has voted seven thousand dollars for the establishment of a graded school.

A HIGH SCHOOL is about to be established by the colored people of Greenville, Pitt county, for their children.

THE CITIZENS of Lower Creek, near Powellton, Caldwell county, are preparing to erect a handsome two-story academy.

CAPT. W. T. R. BELL has established an enviable reputation at King's Mountain, where he has one of the best schools in the South.

LEAKSVILLE has organized a literary club. The club at Reidsville has proved a great educator for the young people of that town.

JUDSON COLLEGE, at Hendersonville, Henderson county, has about 130 students, and is doing a noble work for south-western North Carolina.

THE FUND *per capita* to the children of Rockingham, for 1885, is only \$1.00. There is some dissatisfaction among the people in regard to it.

THE ANNIVERSARY EXERCISES of Wake Forest College, on February 13th, were largely attended and greatly enjoyed by all who were present.

TRAP HILL NORMAL INSTITUTE, Wilkes county, Prof. R. H. Freeland, Principal, has an enrollment of 52, and has only 19 pupils named Holbrook.

OAK RIDGE INSTITUTE, Guilford county, has 125 pupils, and is rapidly making a reputation as one of the foremost institutions of learning in North Carolina.

OLD MONTICELLO ACADEMY, in Guilford county, which had contributed greatly towards education in that locality, was accidentally burned on the 18th of January.

AN ACT is now pending in the Legislature to add \$250 to the annual appropriation for each normal school in the State and providing for instruction in elementary drawing. A good bill.

A BOY GOT LEFT at the grammar school,
Because, to get up a first-class race,
He tied an active-transitive oyster-can
To a dog in the objective case.

A BILL HAS been introduced in the Legislature authorizing the town of Durham to issue bonds to the amount of \$15,000, to be used in the erection of suitable buildings for the Durham Graded School.

THE PROBABILITY that the Dortch bill will be shown to be unconstitutional has put a *quietus* to the graded school at Reidsville. It has had influential enemies among the capitalists of that place from the start.

THE BUSH HILL HIGH SCHOOL, Randolph county, is meeting deserved success. Messrs. C. P. Frazier (a Chautauquan of 1884) and A. J. Tomlinson are Principals, assisted by Miss Ella Carr in the music department.

THE POCKET SCHOOL, Moore county, Mrs. Annie McGilvary, Principal, has opened well. Her assistants, Miss Lula McIver and Miss Eva Twitty, are proving themselves fully competent to fill their respective positions.

THE NEW SALEM and Randleman High School, at New Salem, Randolph county, is in a prosperous condition. Prof. W. M. Brooks, A. M., is Principal, assisted in the music department by his accomplished wife.

TRINITY COLLEGE, Randolph county, has received a small legacy from the estate of Mrs. Ann E. Earnhardt of Salisbury. Are there not others who will remember this noble, struggling institution of learning in their wills?

THE STATE COLORED NORMAL SCHOOL, at Fayetteville, E. E. Smith, Principal, has 112 students enrolled, representing fifteen counties, and is doing good work. The principal is a graduate of Shaw University, Raleigh.

NORTH CAROLINA will have an industrial school at an early day, and we may then claim position among the progressive States of the Union. A good industrial school is one of the greatest necessities in our school system.

THE SUPERINTENDENT of Rockingham county has called a convention of the teachers and committees, to meet in Wentworth on the first Saturday in February, to discuss school matters and to put the schools on a healthier footing.

WAYNESVILLE HIGH SCHOOL, Haywood county, has 99 pupils. It is well prepared to fit boys and girls for an intelligent discharge of life's duties, or to give them such training as will enable them to enter honorably upon a college course.

THE CLEVELAND COUNTY SCHOOLS, we are glad to hear, are in a prosperous condition. We learn from the *Shelby Aurora* that Shelby Female College is rejoicing in increased numbers, and the parents are delighted with the progress of their daughters.

A BILL has passed the Legislature authorizing the city of Raleigh to expend \$25,000 for buildings for the Centennial Graded School of Raleigh. Another bill provides for a superintendent of the public and graded schools of the city, of which there are five.

THE MORVEN HIGH SCHOOL, Richmond county, Prof. James W. Kilgo, is the most prosperous, the best patronized and the most satisfactory the people of that locality have ever had. Prof. Kilgo will be assisted in future by Miss Fannie Coppedge, one of the most accomplished young ladies of Wadesboro.

TRINITY COLLEGE, Randolph county, has had new life infused into it by the new management. Over 80 students now answer to roll-call, and the Methodists of North Carolina have every reason to look forward with bright hopes for the success of their denominational college.

SALEM FEMALE ACADEMY, Forsyth county, one of the oldest and most noted institutions of learning in North Carolina, has recently received an endowment of \$1,000, to be called the "Louise Fund." The amount was given by Mr. Francis H. Fries, in memory of his deceased wife, a former pupil, and will be expended in the art department.

THE SOUTHERN NORMAL SCHOOL, at Lexington, is rapidly becoming one of the most important educational institutions in the State. Rev. L. E. Duncan is a good manager and a thorough teacher. The work of this school is devoted almost exclusively to the training of teachers, and that it is appreciated by our teachers is shown in the fact that over 169 are enrolled for this term.

GOVERNOR SCALES, who is a graduate of our University, is fully alive to the importance of educating the rising generation. In his inaugural address he says: "We must have more and better schools, and these should be taught at least six months in the year. We must add to the number and qualifications of our teachers. We must have more money. The State Constitution provides for compulsory education. If we can once infuse into our people a spirit of education and so manufacture public sentiment in its behalf as to make it a reproach to every parent who refuses to send his children to school, and to every child of ten years of age and over who cannot read, we will need no other compulsory law."

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1884-'85.

PRESIDENT :

* JOHN J. FRAY, - - - - - - - - - - Raleigh, N. C.

VICE-PRESIDENTS :

1st. H. W. REINHART,	-	-	-	-	Thomasville.
2d. J. W. STARNES,	-	-	-	-	Asheville.
3d. ALEX. McIVER,	-	-	-	-	Oaks.
4th. H. H. WILLIAMS,	-	-	-	-	Trinity College.
5th. H. L. SMITH,	-	-	-	-	Selma.
6th. J. M. WEATHERLY,	-	-	-	-	Salisbury.

SECRETARY :

EUGENE G. HARRELL, - - - - Raleigh.

ASSISTANT SECRETARY :

W. W. STRINGFIELD, - - - - Waynesville.

TREASURER :

R. S. ARROWOOD, - - - - Concord.

COMMITTEE OF ARRANGEMENTS :

THE PRESIDENT, THE SECRETARY, AND THE TREASURER.

EXECUTIVE COMMITTEE : *

James Atkins, Jr., Asheville; Robert Bingham, Bingham School; Dr. R. H. Lewis, Kinston; J. L. Tomlinson, Winston; E. P. Moses, Goldsboro; I. L. Wright, Thomasville; Miss Fannie Everitt, Statesville; Miss Maria Nash, Hillsboro; Miss Mary R. Goodloe, Asheville; Miss Emma Scales, Greensboro; Miss Nettie Marshall, Raleigh; Mrs. Gen. William Pender, Tarboro.

* Died December 23, 1884.

WE ARE now making an effort towards securing a good telescope for use at the coming session. It will be placed in the observatory at the Black Mountain Hotel and will prove a very entertaining and instructive addition to the work.

LETTERS HAVE been received from Dr. J. L. M. Curry, of Richmond, Dr. Mytton Maury, of New York, and Mr. T. B. Kingsbury, of Wilmington, expressing an intention of being with the Assembly this summer, if possible. Some admirable and enjoyable lectures may be expected from these distinguished gentlemen during the session.

BY THE DEATH of Prof. J. J. Fray, President of the Assembly, the duties of presiding officer devolve upon Prof. H. W. Reinhart, Principal of Thomasville Female College, by virtue of his being first Vice-President. Prof. Reinhart is an able and highly cultured gentleman, well known to most of the teachers throughout the State, and he will, no doubt, preside over the deliberations of the session with the same dignity and fairness as did our lamented President.

IN PRINTING the circular giving information of the next session of the Assembly, our printer, by some oversight, omitted from the list of officers the name of Prof. Alex. McIver, third Vice-President. The mistake was discovered too late for correction in the circular, and we can only amend by sincerely asking pardon for the accident. We regret the error exceedingly, and were given no little annoyance by it. The list of Vice-Presidents is correct as appearing in this issue of THE TEACHER.

THE ASSEMBLY returns sincere thanks to Messrs. J. P. Lippincott & Co., Philadelphia, for a complete set of Cutter's excellent Physiological Charts; also, to Messrs. E. H. Butler & Co., Philadelphia, for a set of their new, revised and enlarged New American Reading Charts; and to Messrs. A. H. Andrews & Co., New York, for one of their handsome Tellurian Globes, valued at thirty dollars. These donations are very useful to the Assembly and will be greatly appreciated at our session this summer.

SEND YOUR fees for membership in the Assembly to Mr. R. S. Arrowood, Treasurer, Concord. Take care of the certificate which the Treasurer sends to you, as only on its presentation can you obtain the reduced rates on railroads and at the hotels.

WE ARE GLAD to present our readers with a fine map of the meeting-place of the Teachers' Assembly—Black Mountain, and vicinity. This is a section of Shaffer's New Township Map of North Carolina, and shows the style of the work. On the map is shown the correct route of the wonderful railroad over the Blue Ridge Mountains, whose marvellous windings astonish every traveller. Col. Andrews will have the trains so timed that the persons on each will be enabled to see the other train at a different point on the road. This will be a very exciting and interesting feature of the trip.

THE WORK of the first session of the Assembly contained a great deal that was exceedingly valuable to teachers and ought to be preserved; therefore, the entire proceedings, including the excellent lectures, addresses and essays, are now published in pamphlet form, making a neat volume of sixty pages. Through the kind liberality of Messrs. Alfred Williams & Co., publishers of the NORTH CAROLINA TEACHER, and Mr. E. M. Uzzell, Printer and Binder, the work has been issued without any expense whatever to the Assembly. Copies of the proceedings will be sent to any address upon application.

MEMBERS OF ASSEMBLY—CONTINUED.

Miss Dora Little, Castoria, Greene Co.
Herbert Ward, Newton.
Dr. C. H. Wiley, Winston.
J. D. Hodges, Raleigh.
Mrs. Annie McGilvary, Jonesboro.
Miss Lillian Branson, Raleigh.
C. F. Sherrill, Concord.
Miss Bettie Warren, Greenville.
Miss Alice Page, Morrisville.
Miss Effie D. Harris, Sutton.
E. D. Monroe, Durham.
Miss Maggie V. Livingstone, Oxford.
Johnstone Jones, Asheville.
Richmond Pearson, Asheville.
Miss Jean Gales, Raleigh.

T. W. Carr, Castoria, Greene Co.
L. T. Buchanan, Raleigh.
Dr. R. H. Lewis, Kinston.
Mrs. R. H. Lewis, Kinston.
Miss Ada V. Womble, Raleigh.
Rev. C. T. Bailey, Raleigh.
Miss Lillie Nicholson, Snow Hill.
Miss M. A. Warren, Greenville.
Rev. Joseph E. Carter, Hendersonville.
T. J. Mitchell, Charlotte.
George T. Winston, Chapel Hill.
T. B. Kingsbury, Wilmington.
Mrs. John J. Fray, Raleigh.
A. J. McAlpine, Raleigh.
Miss Maggie McDowell, Raleigh.

EDITORIAL.

THE NEW NORTH CAROLINA MAP.

The new Township Map of North Carolina, by Col. A. W. Shaffer, is now in the hands of the engraver and will be ready for delivery in about ninety days. It will be the most accurate and valuable map of the State ever made, and the only one containing all the townships. The engraving is exceedingly handsome and far superior to the cheap lithographic maps which make no claims to accuracy. A wall map of North Carolina is an indispensable part of school-room paraphernalia for live North Carolina schools. A good and reliable map is a rare thing, and this elegant work of Col. Shaffer will be greatly appreciated by every teacher as well as by business men. The beautifully-colored townships will prove an invaluable aid in giving our children a correct idea of the geography of their own State, and without this important information our system of education is sadly deficient. A North Carolina boy who can tell in a moment the location of the Egyptian war or the source of the river Nile, and yet does not know in what township he resides, what are the adjoining townships and counties, what and where are the principal rivers and mountains, nor even how he would find his way to Raleigh, has not been properly taught, and he will find that he is without the very information which will be found most useful and valuable to him in every-day life and business.

THIS NUMBER of THE TEACHER has been somewhat delayed, in waiting for another portrait, and we were compelled at last to go to press without it. It will appear in the next issue.

WE PRESENT in this number of the TEACHER our fourth portrait of the series of leading North Carolina educators—Prof. Charles E. Taylor, President of Wake Forest College. The likeness is a good one, and the portrait will be welcomed by the large number of his “boys” and friends throughout the State.

THERE WILL probably be a larger number of teachers in the Normal schools this summer than at any time since the establishment of the schools, if the sessions are held at a more convenient time. We hope the State Board of Education will arrange to open all the schools at the same time—about July 1st, for by this arrangement many of the teachers who will be at the Teachers’ Assembly will have an opportunity of attending some of the Normal schools. The Assembly is in hearty co-operation with all the Normals, and will hold its session just at the season between the close of the private schools and the opening of the Normals, and thus the teachers, by the brief mountain sojourn, may rest the tired body and mind, and recuperate their strength preparatory to beginning the Normal work, which will then be much more beneficial than if undertaken immediately at the close of the fatiguing school terms.

YES, THE old North State is beginning to awake to the importance of industrial training. The TEACHER has been a constant advocate of an industrial school in the State as a feature of prime necessity in a successful school system. The Legislature is now becoming active in this direction; the press of the State is earnestly agitating the question, and North Carolina is now ready and anxious for an industrial school. We need a good one. We do not want it as an adjunct to the University, but we want a separate institution that will do its own work and pay its own expenses. Let it be strictly and honestly an industrial school, thoroughly known as such, so that when a boy enters his name as a student, he will know that he has entered an industrial school. No other institution can be established in North Carolina which will pay better in actual results than a good school of industrial training.

AS WE GO TO PRESS the House of Representatives has passed the "University Bill." This act provides an additional appropriation of \$15,000 annually in aid of the University and establishes a Chair of Pedagogics as part of the regular course of instruction. The summer Normal School at Chapel Hill is thereby abolished and the \$2,000 which has been used for this purpose is returned to the State Board of Education, to be divided among the other Normal schools of the State.

WE HAD pleasant visits a few days ago from the following County Superintendents: Messrs. Grady, of Duplin; Robinson, of Cumberland; Bundy, of Richmond; Clarke, of Halifax; Merriitt, of Chatham; Westray, of Nash, and Jenkins, of Granville. These gentlemen are greatly interested in the new school bill, and express perfect confidence in the willingness and ability of the legislators and Major Finger, the State Superintendent, in providing a good school system for the State.

A MEETING of the County Superintendents of Public Instruction for North Carolina was held on the 6th instant, for the purpose of considering the changes which are needed towards perfecting our school system. Mr. B. F. Grady, Jr., of Duplin, was President of the meeting, and Mr. Eugene T. Jones, of Wake, was chosen Secretary. At the cordial invitation of Maj. Finger, State Superintendent of Public Instruction, the meeting was held in his office. The privileges of the meeting were kindly extended to the editor of THE NORTH CAROLINA TEACHER, and the entire day was spent in most pleasant consultation with Major Finger upon the proposed changes and necessities of the public school law. The following resolution was offered by Mr. E. T. Jones, and unanimously adopted:

Resolved, That it is the sense of this meeting that, recognizing the ability of our State Superintendent, Hon. S. M. Finger, to recommend all changes that may be necessary in the revision of the present public school law of the State, and confiding in the intelligence of our legislators and their high regard for the promotion of popular education, we, the representatives of the State Association of County Superintendents, deem it unnecessary for us to take any official action touching the proposed changes.

ABOUT OUR TEACHERS.

- MISS BETTIE CASE is teaching at Elbaville, Davie county.
- MRS. SALLIE WARREN is teaching in Rockingham county.
- MR. A. L. SMOOT is teaching at Mt. Vernon, Rowan county.
- MR. D. J. GRAHAM is teaching at Fleming, Catawba county.
- MISS BETTIE WARREN is teaching at Greenville, Pitt county.
- MR. J. M. MEREDITH has a fine school near Pond Post-office.
- MR. D. J. LITTLE is teaching at Bost's Mills, Cabarrus county.
- MISS STELLA MILLARD, of Goldsboro, is teaching at Graham.
- MR. S. A. PUGH is teaching near Merry Oaks, Chatham county.
- MRS. B. O. SAVAGE has opened a school at Palmyra, Pitt county.
- MRS. F. W. HITCHCOCK is teaching a private school at Hickory.
- MISS LUETTE WALL has a school at Tarboro, Edgecombe county.
- MR. J. N. THOMPSON, of Alamance, is teaching near Cedar Cliff.
- MR. J. C. TURNER is teaching at Chestnut Grove, Iredell county.
- MR. M. M. HASTEN is teaching near Kernersville, Forsyth county.
- MISS IDA NANCE has a good school at Yadkinville, Yadkin county.
- MISS LUTIE LUNSFORD is teaching at Mt. Energy, Granville county.
- MR. JOHN W. HEATH is teaching at Williamsburgh, Iredell county.
- MISS CORRINA POWELL is teaching near the "Oaks," Wake county.
- MR. R. A. MIMS, of Harnett, is teaching near Varina, Wake county.
- MISS LORENA REYNOLDS is teaching at New Garden, Guilford county.
- MR. W. K. McDOWELL is teaching at Island Ford, Rutherford county.
- MR. J. T. PARIS has a good school at Bethany Church, Iredell county.
- MR. WILSON CARROWAN is teaching at O'Neal's Chapel, Hyde county.
- MISS DORA HOLMES has a good school at Mt. Energy, Granville county.
- MISS JULIA PERRY is teaching at White's Cross Roads, Halifax county.
- MR. JOSEPH WILLIAMS has a good school at St. Paul, Cleveland county.
- MR. J. L. BUTT is Principal of Beech Grove Academy, Beaufort county.
- MR. T. B. TUNSTALL has opened a school at Holly Hill, Pamlico county.
- MR. W. W. DEVAULT has 65 pupils in his school at Morganton, Burke county.
- MISS BETTIE STANSIL, of Clayton, is teaching school at Bethesda, Johnston county.

MR. C. B. WILLIAMS is conducting a good school at Old Trap, Camden county.

MR. M. A. UNDERWOOD is teaching at the Swearingin School, Stanley county.

MISS EMMA JOHNSON has a good school at Trinity College, Randolph county.

MR. THOMAS J. PRICE has a prosperous school at Centre Church, Union county.

MISS ANNIE E. THOMPSON is teaching in Baldwin township, Chatham county.

MAJ. L. D. ANDREWS is Principal of a good school at Norwood, Stanly county.

MISS MATTIE J. RATERREE is teaching at King's Mountain, Cleveland county.

MISS AGNES GRADY has taken a place as teacher in the Kinston Graded School.

MISS KATE E. DAMERON and Mr. R. S. Powell have charge of schools near Ruffin.

MR. F. M. HINSON is Principal of Bethel Academy, Arlington, Mecklenburg county.

MR. H. SPENCER is assistant principal of Trap Hill Normal Institute, Wilkes county.

MR. J. H. MOORE, Principal, has enrolled 115 pupils in Nahunta Academy, Wayne county.

MISS ENGLISH has resigned as a teacher at Davenport Female College, Caldwell county.

MRS. E. G. THOMPSON has taken charge of the music department in Elizabeth City Academy.

MRS. T. G. COZART has taken a position as teacher in the Methodist Female Seminary at Durham.

PROF. J. C. McEWEN, of Watauga county, has a good school at Beaver Creek, Wilkes county.

MISS MABEL CLENDENNIN has a flourishing school of 41 pupils at Melville, Alamance county.

MISS BETTIE KINSEY will assist Prof. White in the LaGrange Collegiate Institute, Lenoir county.

MISS COTTIE WILKINSON has resumed the exercises of her school at Leechville, Hyde county.

MRS. JUNIUS GARDNER has taken the position of assistant in Shelby High School, Cleveland county.

MISS MAGGIE E. HARWARD has an enrollment of 57 pupils in Piney Grove Academy, Durham county.

MISS CARRIE JACKSON has resumed the exercises of her music school at Pittsboro, Chatham county.

MR. P. M. BARBER is teacher of vocal music in Pleasant Hill High School, Elevation, Johnston county.

REV. G. P. HAMRICK, a graduate of Wake Forest College, has a good school in Cleveland county.

MISS ELLEN PARKER, of Raleigh, has taken charge of a private school near Wilton, Granville county.

MISS LUCY GRAY FREEMAN, of Rolesville, Wake county, has a good school at Castalia, Nash county.

MR. HENRY MALLET is making a fine impression as Principal of Swansboro Academy, Onslow county.

MISS ALICE PELL has resigned her position as teacher in Davenport Female College, Caldwell county.

MR. L. H. ROSS, a Chautauquan of '84, has an enrollment of 63 pupils at Richland Academy, Beaufort county.

MR. E. Y. PERRY, Principal of the Male and Female Academy, at Hookerton, Greene county, has a fine school.

PROF. A. C. MONROE, a graduate of Davidson College, is one of the faculty of Oakdale Academy, Alamance county.

MISS FANNIE BRITTAIN, of Summerfield, has accepted a position as governess in a family near Yadkin College.

MISS MAGGIE HINES, of Granville, is teaching music in Prof. McKinnon's school at Laurinburg, Richmond county.

MR. E. E. RAPER, Superintendent of Public Instruction for Davidson county, has obtained license to practice law.

PROF. W. L. POTEAT, of Wake Forest College, visited the World's Exposition at New Orleans during the past month.

PROF. J. A. HOLMES, of our University, has obtained permission from the Trustees to spend his next vacation in Europe.

REV. C. W. BYRD, of Morehead City, will deliver the literary address at Vine Hill Academy, Scotland Neck, next June.

MR. H. M. EURE, formerly of Black Creek Academy, has entered Trinity College, where he will take a theological course.

PROF. NOBLE, the efficient Superintendent of the Wilmington Graded Schools, gave us a pleasant call on the 14th instant.

MR. W. J. STUART, County Superintendent of Public Instruction, for Moore county, is, we regret to hear, in poor health.

MISS HATTIE PARKER, a graduate of Peace Institute, is giving great satisfaction as Principal of Varina Institute, Wake county.

DR. A. D. MAYO, editor of the *Boston Journal of Education*, lectured in Winston, and visited the schools there, January 20th.

THE SCHOOL of Rev. J. W. Holt, at Company Shops, Alamance county, is doing well; 44 pupils having been enrolled this session.

MISS LILA JOHNSTON, of Lincolnton, who is highly endorsed as a teacher, has opened a primary school at Shelby, Cleveland county.

PROF. HASELL NORWOOD, a gentleman of several years' experience in teaching, has a good school at Madison, Rockingham county.

PROF. E. H. LIPSCOMBE, a graduate of Shaw University, Raleigh, has a very good high school for the colored at Dallas, Gaston county.

MR. J. H. WEATHERS, of Raleigh, has accepted the position of Professor of Penmanship in Smithdeal's Business College at Greensboro.

MISS BETTIE SHARPE has resigned her place as assistant in Beaufort High School, Carteret county, and has returned to her home at Statesville.

PROF. GEORGE R. MCNEILL, one of the best teachers in the State and a successful institute worker is building up a fine school at Reidsville.

MR. Z. V. PEED, of Wake county, is one of the editors of the *Oakdale Student*, published in the interest of Oakdale Academy, Alamance county.

MISS MOLLIE MEBANE and sister have schools near Bethlehem Church, Rockingham county. The former an academy and the latter a music school.

CAPT. A. C. DAVIS, of the LaGrange Military School, is preparing to erect additional barracks to accommodate the increased number of cadets in attendance.

MESSRS. B. W. HATCHER and E. T. PHILLIPS have begun the spring session of Salem High School at Archer Lodge, Johnston county, with glowing prospects.

MR. H. M. CATES, A. B., a graduate of Wake Forest College, and a teacher of seventeen years' experience, is Principal of Mt. Pisgah Academy, Chatham county.

PROF. JAMES DELK, for many years connected with the Baptist Female Institute at Murfreesboro, expects to locate near Elizabeth City and engage in teaching.

DR. R. A. YOUNG has been invited to deliver the annual sermon and literary address before the graduating class at Greensboro Female College in June next.

REV. A. D. HEPBURN, late President of Davidson College, has been elected Professor of Greek and the English Language and Literature in the Miami University, Ohio.

MISS NORWOOD, who is in charge of the art department at Davenport Female College, is spoken of, by the *Lenoir Topic*, as "one of the most skillful artists in America."

PROF. F. A. FETTER, Principal of Edenton Graded School, has, we regret to hear, been quite ill. He is a graduate from, and was for several years a tutor in our University.

PROF. H. T. BURKE is County Superintendent of Public Instruction for Aelxander county. He has an excellent school at Taylorsville, but has room for a few more young men.

MISS E. FREELOVE HENRY, late one of the faculty at Claremont College, Hickory, Catawba county, has accepted a position as teacher in Davenport Female College, Caldwell county.

CAPT. N. P. RANKIN, Principal of the Franklin (Macon county) High School, has carved out two beautiful balsam canes—one for President Cleveland and the other for Governor Scales.

MR. W. J. OWEN, of Transylvania county, has purchased a site and will erect a first-class school building, to be styled the "Western Baptist High School," at Hamburg, Jackson county.

MR. JESSE D. MORGAN, who spent a year at our University studying the theory and art of teaching, is Assistant Principal of Pleasant Hill High School at Elevation, Johnston county.

PROF. J. L. TOMLINSON has arranged for a course of lectures to be delivered in Winston this winter, for the purpose of establishing a library for the graded school there. Ahead, as usual.

PROF. ROBERT WARD has an enrollment of 80 pupils at Bethel Academy, Pitt county. An addition to the building has been erected, and the school will be furnished with "Fashion Desks," &c.

MR. Z. D. McWHORTER, of Greenville, Pitt county, a Chautauquan of 1884, has taken charge of Kelvin Grove Academy, Wake county. We predict for him a bright future as an educator.

MR. S. B. TURRENTINE, a graduate of our University, is Principal of Union Academy, Chatham county. His school is in a flourishing condition, and requires the assistance of four lady teachers.

PROF. J. A. ANTHONY, assisted by Mrs. Love, has a school of 120 pupils at Grover, Cleveland county. The school has made rapid strides in advancement since Prof. Anthony assumed the principalship.

HON. A. H. MERRITT has been elected Superintendent of Public Instruction for Chatham county. He is a graduate of our University, and well fitted for the position. No better selection could have been made.

PROF. RICHARD A. PROCTOR of London, a distinguished author, and Fellow of the Royal Astronomical Society, lectured before the pupils of Wilson Collegiate Institute on "God's Universe" on the 28th of January.

MR. W. J. SCROGGS, Principal of Mt. Olive High School, Wayne county, writes that he will soon have 100 pupils, and that a good two-story academy building, well arranged and conveniently located, has just been completed.

MISS ANNIE L. SMITH, a Chautauquan of 1884, is assisting her uncle, Mr. N. L. Smith, in the school at Leaksville, Rockingham county. The new education is practiced to some extent, and is found both pleasant and profitable.

PROF. PRICE THOMAS, of the New Bern Graded School, has received from the Trustees of the Peabody Fund a large, elegant and beautiful gold medal, to be given the pupil of that school who shows the best record in scholarship, deportment and attendance during the present school year.

PROF. GEORGE T. WINSTON, of the University, has consented to deliver a lecture for the benefit of the Winston Graded School. Prof. Winston is, says the *Winston Sentinel*, without question, one of the most scholarly and cultured gentlemen in the State, and withal is a most delightful speaker.

PROF. L. E. QUINN, of the Charlotte Graded School, gave us a call during the week of Governor Scales' inauguration. He is a thorough, live teacher, whether you see him as a citizen or as a citizen-soldier, in the handsome uniform of the Hornet's Nest Rifles—in which latter capacity he visited our city.

REV. A. W. MANGUM, D. D., of our University, has just issued from the Southern Methodist Publishing House, of Nashville, Tennessee, an address to boys, entitled "Your Life Work—What Shall it Be?" It is a pamphlet of 80 pages, and like everything from Dr. Mangum's polished pen, is well worth reading.

MR. HERBERT D. WARD, a graduate of Amhurst College, and Principal of Newton High School, Catawba county, paid us a pleasant visit on the 22d of January. We regard him as a most valuable acquisition to the educational corps of our State, and predict for him a bright future. We gladly welcome him to the Old North State.

MISS ANNIE H. NOBLE, of Boston, has been engaged as presiding teacher in Davenport College at Lenoir, Caldwell county. She is the daughter of a Methodist minister, and comes with the highest recommendation for scholarship, refinement and high moral character. Edward Everett Hale says in an autograph letter, "I have seldom seen a more refined and cultivated lady."

WE MUCH regret to hear of the death of Mrs. Mattoon, wife of Rev Dr. Mattoon, President of Biddle Institute, Charlotte. She was a lady of exalted merit, and highly esteemed by her associates.

"The Christian may smile, when such a life
Gives up the battle of earthly strife;
Smile to know that her tasks are done,
Her trials ended and glory won.
For tears are vain when a soul so bright
Wings its way to the gates of life."

PROF. IRA T. TURLINGTON (Ph. B., University of N. C.) has a flourishing school at Elevation, Johnston county. He has a large school building, well furnished with desks, maps, charts, globes, &c. In the primary department he uses almost entirely the object method. His institution is known as the Pleasant Hill High School, and he reports an enrollment of over 50 pupils.

PROF. ALEXANDER McIVER, late State Superintendent of Public Instruction of North Carolina, was married at Roselyn Cottage, Chatham county (the residence of the bride's father), on the 30th of December, 1884, to Miss Kate, daughter of Matthew Gilmour, Esq., late of Rugar, Scotland. Rev. W. S. Lacy, of the Presbyterian Church, united the happy couple. Prof. McIVER was a Chautauquan of 1884, and is third Vice-President of the North Carolina Teachers' Assembly.

BOOK NOTICES.

HOW TO TEACH READING. By Caroline B. LeRow. New York: Clark & Maynard. Price 12 cents. The author of this little treatise has been instructor of elocution in Smith's and Vassar Colleges, and has given the subject of reading special thought; and the ideas as presented in her brief treatise will repay any teacher many fold who will study them.

ELEMENTS OF GEOMETRY. By Eli T. Tappan. New York: D. Appleton & Co. Dr. Tappan's work is sure to be well received by teachers. It is written with the greatest care, and the whole doctrine of Elementary Geometry is stated clearly and in good English. The work embodies all the experience and suggestions of the class-room, and thus many of the great hinderances to the successful study of Geometry, which are sometimes seen in text books, are absent here.

EXTRACTS FROM ROUSSEAU'S EMILE. Translated by Eleanor Worthington, late of Cook County Normal School, Illinois. Boston: Ginn & Heath. Every teacher ought to be familiar with the remarkable thoughts of Emile. His works contain the germ of all that is useful in the present system of education. These "Extracts" are divided into three books: "The Infant," "The Child," and "The Youth," and an admirable introduction and notes are written by Jules Stegg, Paris.

CALISTHENICS AND DISCIPLINARY EXERCISES. By E. V. DeGraff, A. M. Syracuse: C. W. Barden. Price 15 cents. The teachers of North Carolina know Prof. DeGraff, and therefore know that whatever he says or writes is good and practical. Calisthenic exercises are certain to find an early introduction into every school, as both teacher and pupils like the beautiful and healthy motions. The instruction given in this little book is so plain that every teacher can easily put it into practice.

ELEMENTS OF ZOOLOGY. By C. T. Holder and J. B. Holder, M D. New York: D. Appleton & Co. This is the fourth of "Appleton's Science Text-books." The study of Zoology is comparatively recent in our schools and academies, but as this branch has been introduced it has become popular. The Messrs. Holder have given to the profession a work which will be found just the thing in every way, including in its beautifully printed and illustrated pages everything that can be desired in a model text-book of Zoology. It presents "in concise and plain language and in the light of the latest research and investigation the life-histories of the various groups that constitute the animal kingdom."

ELEMENTS OF ENGLISH SPEECH. By Isaac Bassett Choate. New York: D. Appleton & Co. This is not intended to be a text-book on language, nor is it in any way designed to supplement the text-books, but its object is to encourage the reader to study our language more critically in all its forms and elements. Such investigation will prove useful in solving many of the problem peculiar to English, and disclose the beauties and excellence of our mother-tongue. In this little work great numbers of illustrations are drawn from other languages, and this method of studying words and constructions will be found exceedingly interesting. Such a book as this has been needed and it will be greatly enjoyed by every reader.

CLASSICS FOR CHILDREN. Boston: Ginn & Heath. This collection of works from standard authors, specially adapted to children from nine to fifteen years of age, will be popular with every live teacher. It was certainly a "happy thought" in Messrs. Ginn & Heath to provide such gems for the children. The series now embraces the following works: "Robinson Crusoe," edited by Prof. W. H. Lambert, price 35 cents; "Stories of the Old World," prepared by Rev. Alfred J. Church, price 40 cents; "Merchant of Venice," edited by Hudson & Lamb, price 25 cents; "Scott's Quentin Durward," by Charlotte M. Young, price 40 cents; "Memory Gems in Prose and Verse," selected by Prof. W. H. Lambert, price 35 cents; "Scott's Lady of the Lake," price 35 cents; "Kingsley's Greek Heroes," edited by John Tetlow, price 35 cents; "Kingsley's Water Babies," edited by J. H. Stickney, price 35 cents. These capital little books will create in the children a taste for good and standard literature, and there will not be so much need for laws for the suppression of pernicious reading. We hope it will not be long before we can find these "Classics" in every North Carolina school, for the use of them will tend to the elevation of both the teacher and pupils.

VALUABLE
School and Text-Books.

WORCESTER'S DICTIONARIES.

THE BEST! AND STANDARD!

SEVEN EDITIONS!

"THE POCKET,"

"PRIMARY,"

"SCHOOL,"

"COMPREHENSIVE,"

"ACADEMIC,"

"OCTAVO,"

AND UNABRIDGED QUARTO.

SANFORD'S ARITHMETICS AND ALGEBRA.

THIS SERIES EMBRACES

PRIMARY ANALYTICAL ARITHMETIC,

INTERMEDIATE ANALYTICAL ARITHMETIC,

COMMON SCHOOL ANALYTICAL ARITHMETIC,

AND HIGHER ANALYTICAL ARITHMETIC,

ALSO, SANFORD'S ELEMENTARY ALGEBRA.

THE ABOVE ARE

Authorized Text-Books

FOR USE IN THE

SCHOOLS OF NORTH CAROLINA.

LIPPINCOTT'S SCIENCE SERIES,

CONSISTING OF

LESSONS IN CHEMISTRY. By Prof. Wm. H. Greene, M. D.

NATURAL PHILOSOPHY. With A KEY. By Professors Sharpless and Phillips.

ASTRONOMY. By the same authors.

CUTTER'S COMPREHENSIVE ANATOMY, PHYSIOLOGY AND HYGIENE. By Prof. John C. Cutter, B. S., M. D.

OTHER VOLUMES IN PREPARATION.

LIPPINCOTT'S POPULAR SERIES OF READERS.

This Series consists of Six Books, First to Sixth inclusive.

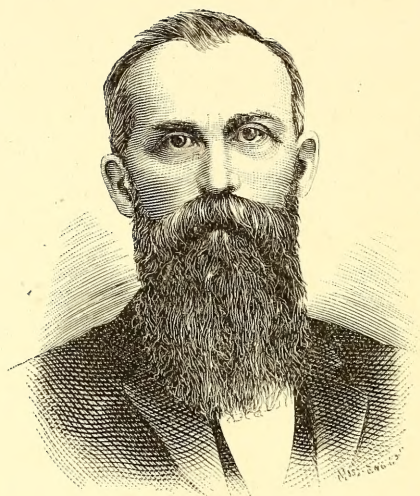
Descriptive Catalogues containing full lists of Educational Publications sent to any address on application. Address,

J. B. LIPPINCOTT & CO., - - - Publishers,

715 AND 717 MARKET STREET, PHILADELPHIA.

Or, M. V. CALVIN, General Agent, Augusta, Ga.





CAPTAIN JOHN J. FRAY,

LATE PRINCIPAL OF RALEIGH MALE ACADEMY, AND PRESIDENT OF
NORTH CAROLINA TEACHERS' ASSEMBLY.

THE
North Carolina Teacher.

VOL. II.

RALEIGH, MARCH, 1885.

No. 9.

BABY HAS GONE TO SCHOOL.

The baby has gone to school; ah, me!

What will the mother do,
With never a call to button or pin,
Or to tie a little shoe?

How can she keep herself busy all day
With the little hindering thing away?

Another basket to fill with lunch,
Another good-by to say,
And the mother stands at the door to see
Her baby march away,
And turns with a sigh, that is half relief,
And half a something akin to grief.

She thinks of a possible future morn,
When the children, one by one,
Will go from their home out in the world
To battle with life alone,
And not even the baby left to cheer
The desolate home of that future year.

She picks up garments here and there,
Thrown down in careless haste,
And tries to think how it would seem
If nothing were displaced.
If the home were always as still as this,
How could she bear the loneliness?

—Selected.

[For the North Carolina Teacher.]

RISE AND PROGRESS OF THE KINDERGARTEN.

BY MISS LUCY M. ROBINSON, OF CHARLOTTE GRADED SCHOOL.

A pretty village in a valley with its neat cottages, home-like gardens, and general suggestion of congenial and friendly surroundings, is a most attractive sight. At least so Frederick Froebel thought in 1840, as he stood on a hill above Blankenburg. Suddenly he stopped his musings to rejoice over an idea he had long been seeking. It was the birthday of a name which ere long came to be the rallying word of enthusiastic educators.

Kindergarten—child garden—he said the name shall be. The reality had been conceived several years before, and was already carried into successful execution.

From that day to this the garden has grown till it is a vast estate, with many owners, and heirs innumerable. We, fellow-teachers, may settle on this estate as enterprising people preëempt their farms in the Territories, improve the claim, and in a few years prove up and have our share, not of the Uncle Sam—but of the new education inheritance. Then we can be generous to the pupils seeking aid of us.

Doubtless it is for some good purpose in the divine plan that the blessings we do not get are the ones we consider greatest. We see at least, a great advance in education growing out of this peculiarity. Two men not having a happy childhood have devoted the energies of a full, true manhood to the increasing of happiness for all childhood with most successful results. Pestalozzi came first. He had to begin over his childhood and learn to read after reaching manhood. Notwithstanding this disadvantage, to-day the world looks back at his deeds and thanks God for his great, generous life-work—the impetus he gave the cause of education. This he did by developing the principles of education and bringing them into public notice.

At the close of the 18th century, Frederick Froebel was a lonely, motherless German boy, who was so shut out from human hearts that he early learned to go close to Nature's heart in his pitiful childish musings. At indifferent schools, from various private tutors, and at the University of Jena, his education was obtained. His love of the natural sciences causes many to feel it was a loss to the world because he did not devote his life to that field of labor. The philosophy of life was a subject of constant and increasing interest to him. The pursuits of his early years were constantly changing. After deciding to become an architect and spending some time in that occupation, feeling his heart was not in the work, he decided to change to the more noble building of human character. Less tangible to the actual eye, the work is more lasting in reality. After a short experience in teaching, hearing much of the fame of Pestalozzi, he went to Switzerland and spent three years in preparing more thoroughly for the profession through which he hoped to be of much service to mankind. Much he gained there, and much he added to the new methods of education then generally discussed.

Payne says of him, "Froebel takes a crude, unconditioned notion of Pestalozzi and organizes it into a clear and consistent rule of action." Returning to Germany, he established a school as an experiment, where his ideas were carried out. Like all enthusiastic reformers, he gathered about him many followers—partakers in the ideas and co-workers in the reform education. Many schools were organized by him and by them. His continued earnestness and the happy atmosphere he kept about his pupils is quite surprising when we reflect that, like many other workers in the cause, he was for years on the verge of financial bankruptcy.

The longer Froebel studied the principles of education and the results of teaching, the greater he considered the importance of early influence and training. The Kindergarten he called his last child. When a gray-haired man, he began his play schools with little children. He advocated the same efforts for natural and uniform development with pupils of all ages, and objective

and subjective methods combined. Creating a desire for, and training the pupil to have the ability to gain knowledge being ever considered of greater importance than the forced acquisition of it. Froebel, ever going to Nature for his model, noticing a divine being had planted a desire for play in all children, reasoned that the right method of developing the child must be through plays. It was his desire that all mothers should be so trained that they might begin a natural course of development from the earliest plays of the child. Beginning when a few months old, these plays should progress till the child was three years old, when he considered the best training could be accomplished with groups of children or small kindergartens, where the child had best continue till seven years old.

The series of "gifts" he conceived are the ball, cylinder and cube; followed by the cube divided into smaller cubes; then by the cube divided into various geometrical solids; these in turn followed by a series of geometrical flat figures, beginning with the square as simplest. The amount of discipline, mental growth and ability in execution to be developed by these gifts is truly surprising. To these have been added the slat, thread, stick and ring work. Next to the gifts in importance come the occupations, consisting of pricking designs, net-work drawing, mat plaiting, paper interlacing and paper folding. The popularity of clay modeling is everywhere conspicuous at present. The merry songs and games, the general lunch, and the polite training form a prominent part of all true kindergartens.

These happy gardens for developing childhood have already a place far from the German home-land, in Russia, France, England and our own country.

Miss Peabody and Mrs. Mann were the first kindergarten workers in this country, and they began at the "Hub." Prof. John Kraus, and Madam Kroles-Boette who was a co-worker with the widow of Froebel, established a model kindergarten and training school for kindergarteners in New York City, and have for several years been foremost workers. To be wholly enthused one need only spend a morning in their kindergarten.

It hardly seems possible that the reality could so nearly reach the ideal, as one sees in the joyous development of child-life there.

Miss Blow, of St. Louis, the first graduate of the above school, has been a leading worker in her city, where the problem of the advisability of engrafting the kindergarten on the public school system has had a practical solution. Their experiment has been rewarded with marked success. Prof. Harris, of St. Louis, and Prof. Hailman, of Milwaukee, have zealously worked for the general introduction of the kindergarten.

All over the land these schools are rapidly growing in favor. Sometimes their growth has been retarded by false workers who have taken the name without the spirit or the training for the work; but in the main they have been successful. The results of these schools have been: a superior average intelligence of children, increased powers of observation, quick comprehension, artistic taste, power of invention, improved physical development, gracefulness of movement, manual skill, and the ability to express ideas with accuracy and fluency.

There is no training to read or write, yet when children at six or seven years of age come from these schools to the regular schools they invariably lead their classes, and throughout the grades show good results of the early training. Their moral nature is developed and they readily submit to discipline. Since the kindergarten child gains not only knowledge but the power of gaining knowledge, the germ of growth is within himself and the influence extends over his whole life.

Only a glance can we take at the advanced schools in our country that have taken the lead in the new education, and we will include them as grown-up kindergartens. The first one founded in this country was at Oswego, N. Y., about fifty years ago. From its organization, Prof. Krusi, whose father was a worker with Pestalozzi, has been one of its most enthusiastic spirits. Hundreds of graduates have gone out from that institution to remember forever with admiration and gratitude Prof. Krusi and Dr. Sheldon who for half a century have devoted

themselves to bringing about a more natural method of teaching. Their former pupils, teachers now, are scattered from Australia westward to the Sandwich Islands: may they be worthy those they follow.

Many are the schools now working with natural methods, so we only watch the leading ones. For a few years we kept our eyes on Quincy, following Col. Parker to Cook county, Illinois. We stand now, saying "what next" from Col. Parker or Prof. Straight?

MARSHAL NEY IN NORTH CAROLINA.

A correspondent of the *Church Messenger*, writing from Washington City, gives the following interesting account of this distinguished French Marshal:

A writer in the *London Times*, last fall, soon after the death of the Duke of Wellington, says: "The late Duke of Wellington twice told me that his father did his utmost, privately, to save the life of Marshal Ney, in vain; and that it was wholly in consequence of the absolute refusal of the King of France's Ministers to advise him to grant the Duke's request that he, as a matter of duty, abstained from publicly asking of Louis XVIII. this favor. The Duke gave me liberty to make this public after his death, and I think it right to do so."

When I read this it recalled to my mind much I had heard in North Carolina, and I think it would be difficult to make some of the folks there believe that Marshal Ney was shot at the gate of the Luxembourg Gardens, they are so well assured that he lived and died among them. Peter Stuart Ney, as he called himself, landed at Charleston, S. C., on the 29th of January, 1816—the supposed execution of Marshal Ney having taken place on the 7th of December, 1815. He lived at several places in South Carolina and Virginia until, in 1824, he came to Iredell county,

and was engaged by Col. Francis Young to teach languages to his sons at Oak Hill Academy. He continued to teach in this neighborhood for many years. He was a very good scholar, a splendid mathematician, and magnificent penman, a first-class disciplinarian, though very popular with his students and much beloved by them. He was always reticent with strangers, and rarely, if ever, spoke of his connection with the French army, even to his most intimate friends, unless his tongue was loosened by an extra glass of wine or brandy, which was too often the case.

On one occasion, when he had become very much intoxicated, he narrated to Col. T. F. Houston all about the famous retreat from Moscow, and how Napoleon had embraced him and called him "the bravest of the brave." At another time, when he was lying on a bed, under the influence of liquor, he talked over to himself the circumstances of his supposed execution—said it was his old soldiers who were detailed for this service, and they were secretly told to "aim high." They fired above him, but he fell, and was pronounced dead by the physician, who was in the conspiracy, when his body was given to his friends and he was secretly taken to Bordeaux, from whence he sailed to America.

He was recognized when on board ship by a French soldier who had deserted. This man accosted him one day and told him he thought he knew him. He replied, "Whom do you think that I am?" The soldier said, "My old commander, Marshal Ney." In a very gruff tone he responded, "Marshal Ney was shot in Paris, sir," and turned and went to his cabin and kept out of sight for the rest of the voyage.

His conduct when he heard of the death of Napoleon's son was violent in the extreme. He behaved like a maniac, and his friends feared suicide.

Some time after he wrote in the album of one of the school girls these lines:

"GONE WITH THE GLORIES, GONE.

Though I of the chosen the choicest,
To fame gave her loftiest tone,
Though I mong the brave was the bravest,
My plume and my baton are gone!

My eagle that mounted to conquest
 Hath stooped from his altitude high ;
 A prey to a vulture the foulest,
 No more to revisit the sky.
 One sigh to the hopes that have perished,
 One tear to the wreck of the past ;
 One look upon all I have cherished,
 One lingering look—'tis the last.
 And now from remembrance I banish
 The glories that shone in my train ;
 Oh vanish, fond memories, vanish ;
 Return not to sting me again.

May 26, 1836.

P. S. NEY."

He died at the house of Mr. O. G. Foard, Rowan county, and was buried there in Third Creek church-yard.

His last words were these :

"Bassières has fallen, and the Old Guard is defeated. Let me die !"

And so the great soldier came to his end. An exile on a foreign shore! Only a mysterious French teacher! It is a sad but a very interesting bit of history ; and, as I said before, those among whom he spent his last days are confident that North Carolina soil hold the mortal remains of the great Marshal Ney.

OUR BOYS.

Boys should never go through life satisfied to be always borrowing other people's brain. There are some things they should find out for themselves. There is always something waiting to be found out. Every boy should think some thought that will live after him. A farmer's boy should discover for himself what timber will bear the most weight, which is the most elastic, what will last longest in the water, what out of water, what is the best time to cut down trees for firewood. How many kinds of oak-grow in your region, and what is each specially good for? How does a bird-fly without moving a wing or a feather? How does

a snake climb a tree or a brick-wall? Is there any difference between a deer's track and a dog's track? What is it? How often does a deer shed his horns, and what becomes of them? In building a chimney, which should be the largest, the throat or the funnel? Should it be wider at the top, or drawn in? The boys see white horses. Did they ever see a white colt? Do they know how old the twig must be to bear peaches, and how old the vine is when grapes first hang upon it? There is a bird in the forest which never builds a nest, but lays its eggs in the nests of other birds. Can the boys tell what that bird is? Do they know that a hop vine always winds with the sun, but a bean vine always winds the other way? Do they know that when a horse crops grass he eats back toward him? But a cow eats outward from her, because she has no teeth upon her upper jaw and has to gum it?—*Farm and Fireside.*

[For The North Carolina Teacher.]

AN UNGOVERNED IMAGINATION.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

Semel insaninimus omnes. We have all, at sometime, been mad. Juvenal thought a sound mind in a sound body the best gift we could ask of Heaven. Perfect mental health is even more rare than perfect bodily health, and as there are latent diseases in the body which sometimes terminate in death, so there are latent diseases of the mind, which sometimes terminate in madness. The man whose whole mind is dominated by one idea is generally the victim of an ill-governed imagination. Of this form of self-delusion, the most remarkable illustration perhaps in the whole range of fact or fiction, is the redoubtable Knight of La Mancha. In this inimitable picture, Cervantes designed to portray a man of noble nature, whose mind had been "turned awry" by the read-

ing of romances of chivalry; so that the real world was transformed into the ideal, or confounded with it. His lady-love, Dulcinea del Toboso, was endowed by his affluent imagination, with all the charms and graces of her sex; but is faithfully described by Sancho Panza, in terms too gross to be cited in a journal which is to pass into the hands and under the eyes of so many of the fair sex who really embody all that the gallant author generously ascribes to the creation of his fancy. Some of your gross masculine readers "fit for treasons, stratagems, and spoils" may not be so shocked to learn that Sancho found this paragon of women "in a great muck of sweat."

The gallant hero attacks wind-mills under the full belief, that he is storming castles, and liberates galley slaves from an irrepressible passion for freedom.

The victim of an ill-governed imagination may indulge fancies sanguine and bright; or sad and gloomy. It makes a man sometimes simply ridiculous; sometimes supremely wretched. In the first case his self-complacency is so intense that he is like the man Coleridge tells us of, who never referred to himself without taking his hat off. Whatever he does, or says, like Milton's Eve seems to one person at least, "wisest, virtuousest, discreetest, best." Like the miser in Horace, he says to himself *populus me sibilat at mihi plaudo*. The people hiss at me as I walk along the street but I applaud myself when I think of my money-bags at home. All the world may scorn him but he adores himself. His self-complacency would be intolerable if it were not so amusing. He makes the most absurd statements with the air of an oracle, and considers the slightest dissent from his opinion as demonstration plain of sheer stupidity or pure malice.

Some happy souls consider everything connected with themselves, as from that simple circumstance invested, with a sort of sacredness. Their personality is the sunlight that gilds and glorifies everything it falls upon. Whatever pertains to them is *ipso facto*, the best of its kind. Their geese are all swans. No one ever had such servants, no one ever had such wines. Their children, of no particular mark or likelihoood in the eyes of

other people, are all destined to be the wonders of the age. Their houses are the most convenient, best arranged, and tasteful to be found anywhere. This, however absurd, is at least a harmless and happy delusion.

But there is another class, the exact opposite of all self-tormentors, the most ingenious and cruel. They suffer all the agonies of martyrdom without the credit or the merit. As soon as anything comes into their possession it is at once emptied of its value and shorn of its glory. Their dwelling may be the admiration and envy of their neighbors, but they assure you with pathetic accent, that there is hardly a habitable room in the house. Their health seems to all others matter of congratulation, but you cannot wound their feelings more deeply than by the slightest reference to their hale and hearty looks. When they take a slight cold they have evident symptoms of pneumonia. When the doctor prescribes medicine for every other hour, they wish to know if he cannot think of something to take between times. To them as to the Prince of Denmark, "this goodly frame, the earth, seems a sterile promontory; this most excellent canopy, the air, this brave o'erhanging firmament, this majestical roof fretted with golden fire, why it appears to them no other thing than a foul and pestilent congregation of vapors."

SPELLING AND PRONUNCIATION.

The following is given as a test for ability in spelling and pronunciation. Try it.

ROLAND AND DIANA.

Roland and Diana were lovers. Diana was ephemeral but comely, hypocondriacal but not lugubrious, didactic but not dishonest, nor given to ribald or truculent grimaces. Her heart was

not at all adamantine, and her address was peremptory without being diffuse. Roland, on the other hand, was of a saturnine countenance, at once splenetic and combative in disposition, so that his wassails and orgies were almost maniacal in their effects. He was a telegrapher by profession, having received a diploma from Caius College, but aggrandized his stipend by dabbling in philology, orthoepy, and zoology during his leisure hours, so that he was accused of fetichism and tergiversation by his patrons. Still, his acumen and preience were such that only a misogynist would discern that he was an aspirant for the gallows. His acetic, rather than his ascetic nature, naturally inclined him to visit a chemical laboratory, well filled with apparatus, to which he had access, whence he often returned with globules of iodine and albumen on his caoutchouc shoes, which subjected him to the risk of numerous altercations with his landlady, a virago and pythoness in one, and with the servant, her accessory or ally. Roland had, however, become acclimated to his place, received everything with equability, reclined upon the divan where he contemplated the elysium where Diana dwelt, and addressed donative distichs to her in the subsidence of raillery. There was a certain diocesan who endeavored to dispossess Roland in the affections of Diana. He had sent Diana a ring with onyx, a chalcedonic variety of stone, and once hung a placard where he knew she would see it from her casement, but she steadfastly rejected his overtures and ogled him as if he were a dromedary. The diocesan betook himself to absolutory prayers, but continued his digressions and inquiries. Roland became cognizant of this amour, and, armed with a withe, he inveighed against this "gay Lothario," who defended himself with a falchion until Roland disarmed him, houghing his palfrey withal. After the joust, the prebendary abjectly apologized, albeit in a scarcely respirable condition, then hastened to the pharmaceutic's ærie for camphor, morphine, and quinine, and was not seen again till the next Michaelmas. Roland returned on Thanksgiving Day, took an inventory of his possessions, which consisted of a large package of almond cement, a package of envelopes, a dish of anchovy sauce, a tame falcon, a

book of acoustics, a miniature of a mirage, a treatise on the epizootic, a stomacher lined with sarcenet, a cerement of sepulture, a cadaver, and a bomb. The next day the hymeneal rites were performed, and Diana became henceforth his faithful coadjutant and housewife.—*Exchange.*

TABLE RULES FOR LITTLE FOLKS.

In silence I must take my seat
And give God thanks before I eat;
Must for my food in patience wait
Till I am asked to hand my plate;
I must not scold, nor whine, nor pout,
Nor move my chair nor plate about;
I must not speak a useless word,
For children must be seen—not heard;
I must not talk about my food,
Nor fret if I don't think it good;
I must not say, "The bread is old,"
"The tea is hot," "The coffee's cold";
My mouth with food I must not crowd,
Nor while I'm eating speak aloud;
The table-cloth I must not spoil,
Nor with my food my fingers soil.
Must keep my seat when I have done,
Nor round the table sport or run.
When told to rise then I must put
My chair away with noiseless foot;
And lift my heart to God above,
In praise for all His wondrous love.

CAPTAIN JOHN J. FRAY.

We present in this number a well-executed and striking engraving of this distinguished educator, prepared expressly for THE NORTH CAROLINA TEACHER.

Captain John J. Fray, late senior Principal of Raleigh Male Academy, and President of the North Carolina Teachers' Assembly, was born in Madison county, Virginia, May 23, 1840. He entered the University of Virginia at the early age of sixteen years, and by close application to his studies, stood first in his classes. Leaving college, he chose teaching as a profession, and began his life-work at Memphis, Tennessee. He was there at the breaking out of the late civil war, and immediately joined the Confederate army, and was assigned to duty on the Mississippi river. His health becoming impaired, he was transferred to the Army of Northern Virginia, and placed in command of a battery of light artillery, stationed for a time at the historic village of Yorktown. He afterwards joined the command of Gen. Mosby, with whom he served with distinguished gallantry until the close of the war.

In 1867, Captain Fray came to Wake county, North Carolina, and taught for ten years a very successful school at the residence of Maj. Alonzo T. Mial, about twelve miles from Raleigh. On the 23d day of December, 1868, he was most happily married to his cousin, Miss S. Bettie Wayland, of Culpepper county, Virginia, and the union was blessed by a sweet little girl, Ethel, now six years of age.

Finding that the duties and confinement of the school-room were taxing his physical strength too severely, Captain Fray moved to the city of Raleigh in 1877, and for a time engaged in merchandising. In the fall of 1878 he formed a copartnership with Prof. Hugh Morson (University of Virginia), in the conduct of the Raleigh Male Academy, which association continued up to the day of his death. At the age of eleven years he joined the Lutheran Church, of which he remained through life a consis-

tent member. He was also a member of the Royal Arcanum, American Legion of Honor, and the Masonic fraternity—having attained in the last named order the rank of Knight Templar. He died in Raleigh, on the 23d day of December, 1884 (the sixteenth anniversary of his marriage), and was borne by the loving hands of his Masonic brethren to Culpepper Court House, Virginia, where his remains were deposited, and to await the resurrection of the just.

As a student, as a soldier, as a teacher, as a husband and father, and especially as a Christian gentleman, Captain John J. Fray was a model in every respect, and in his daily walk and life were seen all those beautiful traits of character which go to make one of nature's noblemen. As a teacher he was eminently qualified by learning, devotion to his profession and a desire to thoroughly train and instruct those placed under his charge. He was a man of high sense of honor, and his bearing was so gentle and yet so dignified, firm and consistent, that he always impressed those with whom he was associated as a thoroughly pure and conscientious Christian gentleman, true to his convictions of right, and striving for the right from principle. He was open, frank, generous, courteous, and kind to all.

When the North Carolina teachers met in their convention at Waynesville last summer, his genial companionship and thorough experience, with the latest approved methods of teaching, pointed him out at once as a leader, and he was unanimously chosen as the first President of that large and respectable body of teachers, composing the "North Carolina Teachers' Assembly." He took much interest in this great educational organization from its earliest conception, often referring to the pride which he felt at its magnitude and the benefits which he was sure the teachers and State would receive from these annual meetings. He did not fail to preside at a single daily session of the Waynesville meeting, though he was often suffering greatly from the encroachments of disease. The touching sadness of his farewell words upon the adjournment of the Assembly last summer will be long remembered, seeming, as we now recall them, to shadow forth a presenti-

ment that he would never again meet with those true, congenial friends and co-laborers. The sincere sympathies of the teachers of the State, and of a large number of other friends and acquaintances are extended to the deeply afflicted wife and to little Ethel, the greatly loved daughter, with many a wish that the child may long live to comfort and console the devoted mother.

Captain Fray was handsome in person, accomplished in intellect, polished in manners, the very mirror of honor, always kind, gentle and considerate of the feelings and comfort of others, and it is no wonder that he was selected by many parents as the instructor of their children, and that he met with great success in that honorable calling.

Death had no terrors for him. He heard the steady, muffled tread of the grim monster and was ready for his coming. He stood calmly on the verge of the undiscovered country, on the crest of that water-shed from which flow in opposite directions the rivers of time and of eternity—the one backward to the ever lost, the other forward to the everlasting; and while his friends were yet hoping for his recovery, he peacefully crossed that dark line we all must pass, which separates this life from the realms of the blessed.

“His youth was innocent, his riper age
Marked with some act of goodness every day;
And watched by eyes that loved him, calm and sage,
Faded his late declining years away.
Meekly he gave his being up, and went
To share the holy rest that waits a life well spent.”

TEACHERS SHOULD BE INFORMED.

Too many of our teachers have almost no general information. This is a very unfortunate fact. Public opinion should call for a reform in this particular, and should demand that a teacher who does not keep intelligently abreast of the events of the day ought not to take charge of a school.

Every teacher should not only take an educational journal, by means of which he can keep fully informed of all improvements in educational methods, but he (and she too) should take a good newspaper, that will keep him posted on all important events. Every teacher should regard it as his duty to know all that is worth knowing of current history. Local gossip is not worth the knowing, neither are the details of scandals, burglaries, murder trials, or any of the long, foul *et cæteras* that defile the columns of many daily papers. But the events of foreign lands, the political movements of our own country, the literary and scientific history of the enlightened world—with all these the teacher should keep apace, or, we declare it positively, he is not fit to keep school in this wide-awake, intelligent country and era of the world.

And every teacher thus primed with valuable information should impart plenty of it to his pupils. Nothing wakes up young people like instruction of this sort. It makes them feel as if the land of knowledge through which they are called upon to travel is not a museum of dead curiosities merely, but a collection of wonderful *living* things. They will thus get a thirst that will last them through life for that intelligent knowledge of the world which is essential to good citizenship. There is no necessity, outside of his own indolence and indifference, for a teacher to be lacking in general and wide culture. His profession is full of stimulants to intelligence, and only an inexcusable habit of idleness can hold him back from feeling the impetus of these stimulants. Wake up, teachers, throw off that miserable do-nothing habit, and keep abreast of the great marching world beside you.—*Michigan Moderator*.

IN TEACHING BEGINNERS to read, do not attempt to familiarize them with too many words at once.

CHANGES IN THE SCHOOL LAW.

We are indebted to Hon. S. M. Finger, State Superintendent of Public Instruction, for the following synopsis of the changes in the public school law of the State by the late General Assembly. The law will be printed in pamphlet form, for distribution, at as early a day as practicable.

The prominent changes from the old law are indicated by the following provisions:

1. On the first Monday in June next, and every two years thereafter, the justices of the peace and the county commissioners at their joint meeting, are required to elect three residents of their county, who shall be a County Board of Education. Their duties will be the general supervision of the school matters in their county—mainly such as are now performed by the county commissioners. They are to meet four times a year, with a compensation of two dollars per day and mileage.

2. The county superintendent is to be secretary of the board of education. His pay is two or three dollars per day, as the board may determine, for the days that he is actually engaged, and he is under the direction and supervision of the board. He will, in addition to the ordinary duties of superintendent, perform the duties now required by the register of deeds in school matters. A good board will give him pay and work within the limits of the law, according to his efficiency.

3. The County Board of Education will hereafter not be required to make a *per capita* apportionment of the funds among the several school districts of the county, as heretofore required. The law requires that two-thirds of the money be apportioned on a *per capita* basis, and the remaining one-third is to be apportioned "in such manner as to equalize school facilities to all the districts of the county, as far as may be practicable and just to all concerned, "without discrimination in favor of or to the prejudice of either race." If the board find it desirable

so to do, they may control prices to be paid teachers, and they are prudently to require comfortable school-houses to be provided.

These provisions indicate the important changes in the law—all others are minor changes, made necessary to make the system conform to these provisions.

CHILDREN'S RIGHTS.

Mrs. Kate Hornby says that for years she has heard much of woman's rights, teachers' rights, and the rights of the Indians and Chinese, of dumb beasts and creeping things, but little of children's rights. The points she makes in her paper are so suggestive that we condense them for teachers:

1. Every child has a right to the best food, the most comfortable clothing, and the best home that his parents can afford him. When he is old enough he has a right to such employment and amusements as will keep him from idleness and vice.

2. The child has a right to the companionship of the pure and innocent of his own age, but above all, to that of his father and mother.

3. The child's right of property should be respected. Let him feel that whatever he has is his very own; not in *name* only, and that father, mother, brother, or sister, cannot take possession of it when so disposed. By respecting *his* rights in this matter, he will learn to respect the rights of others.

4. When a child is old enough to enter school he has a right to a pleasant school-room, to a comfortable seat, to good ventilation, and such attention from the teacher as shall prevent his stay in school from being a physical calamity.

5. The child has a right to such mental training as shall tend to the development of his faculties. If one is cultivated to the exclusion of others, he is defrauded of his right to the full use of all his powers.

6. The child has a right to be taught how to think; how to find out for himself ways of doing things. How little original-

ity we find among school-children! Half the time, they study and recite their lessons without giving a thought to their meaning. Their essays are sketches taken from some history or extracts from the cyclopedia.

7. The child has a right to its own individuality. A bright little girl was put into one of our model city schools. After attending the school a few weeks, she was asked how she liked it. "Well," said she, "I suppose it is very nice, but I wish there were some Marys and Jennies and Toms and Dicks and Harrys there."

8. Development of insight is what the child most needs, and here we have the whole thing in a nut-shell. Why is it that intelligent persons who are not educated can so often arrive at more correct conclusions than many who are educated? Simply because they have insight. Children, then, have a right to expect from their parents the very best opportunities that they can give them. They have a right to expect from teachers the kind of instruction that will best fit them for the peculiar work to which they are adapted. Both parents and teachers owe them plenty of time for their development. It took a century and a half to complete St. Peter's church at Rome; and to complete a beautiful, symmetrical human structure will require years of patient toil.—*Pennsylvania Journal of Education.*

FAULTS OF OTHERS.

"What are others' faults to me?

I've not a vulture's bill,
To peck at every flaw I see,
And make it wider still.

It is enough for me to know
I've follies of my own;
And in *my* heart the care bestow,
And let my friends alone."

EDUCATIONAL NOTES.

THE TOWN OF HICKORY, Catawba county, is taking steps to secure a graded school.

TRINITY COLLEGE COMMENCEMENT takes place on the 11th and 12th of June next.

THE ANNUAL ADDRESS before the Graduating Class of Wake Forest College will be delivered by the Hon. R. F. Armfield.

CAN YOU PARSE this sentence: "A man, in speaking, said of the word *that*, that that *that* that that man used was incorrect."

NEW NORMAL SCHOOLS for the whites were authorized by the late General Assembly at Washington, Winston, Asheville and Boone.

THE SERMON at the Commencement of Shelby Female College, in June next, will be preached by Rev. William Henry Strickland.

SALEM HIGH SCHOOL, of Huntley, Sampson county, Mr. Isham Royal, Principal, began its twenty-first session on the 2d day of March.

THE SUMMER NORMAL at Chapel Hill has been discontinued, and in its place a Chair of Normal Instruction will be established in our University.

"LITTLE WASHINGTON," as the county-seat of Beaufort is called, has nine schools in successful operation. This is a good showing for a little town.

WAYNESVILLE, Haywood county, now has railroad and telegraph facilities, but feels it will not be a full-grown town till it gets a first-class graded school.

THE GRANGE HIGH SCHOOL, Woodland, Hertford county, Prof. J. W. Fleetwood, A. B. (a graduate of Wake Forest College), is a prosperous school with forty pupils.

STATESVILLE FEMALE COLLEGE, under the efficient management of Miss Fannie Everitt, is in the midst of a most successful term, with a full corps of teachers in all departments.

THE DAVIS SCHOOL, at LaGrange, is enjoying a season of unusual prosperity. Twenty-nine new students have just been received, and the enrollment is now one hundred and thirty.

A PUBLIC SCHOOL-HOUSE in New Market township, Randolph county, was recently destroyed by fire, together with all the books belonging to the pupils. Miss Emma Cranford was the teacher.

RUTHERFORD COLLEGE, Burke county, is in a highly prosperous condition, the number of students increasing almost daily. The commencement exercises will be on the 26th and 27th of May.

THE ANNUAL ADDRESS before the Clio Society of Oxford Female Seminary, at next Commencement, will be delivered by that polished orator and earnest friend of education, Rev. J. L. M. Curry, D. D.

THE PUBLIC SCHOOLS of Iredell county have been better attended during the past fall and winter than ever before. Some of the fruits of a good institute last summer. Rev. Edward Wooten is a live county superintendent.

WACO HIGH SCHOOL, at Waco, Cleveland county, continues its prosperous career under the management of Prof. R. C. Ellis. He has adopted only such methods of teaching as are recommended by the best normal schools of the State.

OXFORD FEMALE SEMINARY, Prof. F. P. Hobgood, Principal, has a larger number of pupils registered than at any previous time in the history of this excellent school. The roll for this session bears the names of 135 young ladies.

THE TRUSTEES OF OAK GROVE ACADEMY, on Lower creek, Caldwell county, have begun work on their large two-story school building. They expect to have it completed in time for the fall term, and wish to engage a first-class teacher.

OXFORD, GRANVILLE COUNTY, boasts of having eight teachers whose names begin with the letter H, viz. : Horner, Sr. ; Horner, Jr. ; Horner, Hobgood, Hargrove, Hays, Henderson, Hicks. A wag suggests that Oxford should in consequence be Happy.

THE SCHOOLS of Lincoln county have been better this season than ever before. The teachers were greatly benefited in their work by the fine institute held last summer and by the faithful labors of Prof. D. Matt. Thompson, the county superintendent.

THE ANNUAL ADDRESS before the Literary Society at our University at the approaching Commencement will be delivered by Hon. James W. Reid, of Rockingham, the young and brilliant orator who has just succeeded Governor Scales in the United States Congress.

THE ADDRESS BEFORE the Alpha-Beta Society of King's Mountain High School will be delivered by Mr. Thomas Dixon, Jr., a graduate of Wake Forest College, and the youngest member of the North Carolina Legislature. Mr. Dixon is a natural orator, and a fine address may be expected.

CENTRAL INSTITUTE at Littleton, Halifax county, Rev. J. M. Rhodes, Principal, has more pupils than at any previous period in its history. Mr. Rhodes is a graduate of Trinity College. He desires to engage, from April 1st to June 12th, a teacher who is a good scholar and familiar with the modern methods of teaching.

OLIN ACADEMY, for males and females, at Olin, Iredell county, is in charge of Prof. M. M. Lemmond, formerly a tutor in Trinity College. Relying on proper management, thorough instruction and effective discipline, the principal is determined that this school shall be inferior to none in the country, of the same character.

THE BLAIR HIGH SCHOOL at High Point, Guilford county, Prof. W. A. Blair, Principal, is one thousand feet above the level of the sea, and equally as high in the estimation of its

patrons. With enthusiastic and competent teachers, well up in the modern and normal methods, it gives a thorough academic course, and secures schools for teachers prepared therein.

THE GENERAL ASSEMBLY, at its recent session, authorized and empowered the State Board of Education in their discretion to survey and drain the swamp lands owned by the Board in the eastern portion of the State; and if said Board deem it best to drain the lands placed at their disposal, 150 convicts, who are to be supported and managed by the Penitentiary authorities, are to work at such points as the Board may direct.

CROSS ROADS ACADEMY, at Cross Roads Church, Yadkin county, Prof. T. M. George, Principal, assisted in the Music Department by Miss Cressie J. Teague. This school is situated seven miles south-east of Yadkinville, in full view of the celebrated Pilot Mountain, in a region noted for its healthfulness and morals. The course of study is thoroughly practical, and the school is rapidly rising in popularity and usefulness.

ELK KNOB ACADEMY, Watauga county, is a new candidate for educational favor. It will open April 6th, under the management of Rev. B. L. Beall and Prof. H. W. Beall—the former an old and successful educator, the latter a graduate of Davidson College (1881), and who has also taken a special course at Easton (Pennsylvania) University. They have a new two-story academy building 30x50, and both sexes will be admitted.

THE PEOPLE AND PRESS of Winston, Forsyth county, speak in high terms of the lecture of Prof. Winston, of our University, delivered there February 20th. The proceeds were devoted to the placing of a tablet in Memorial Hall, at Chapel Hill, to the memory of Col. Joseph Winston, the hero of the battle of King's Mountain, after whom the town of Winston is named. The fund was raised by the children of the Winston Graded School.

WARSAW HIGH SCHOOL buildings, at Warsaw, Duplin county, were destroyed by fire February 21st. We sincerely sympathize with Messrs. W. M. and D. S. Kennedy, the Principals, who

had made this one of the best schools in the State, and we trust to see the school continue in its career of usefulness. The citizens have held a meeting looking to the rebuilding of the academy. The principals have secured a building temporarily and the exercises of the school will not be suspended.

LENOIR COUNTY has the best organized County Teachers' Association to be found in the State. The meeting of 28th of February was specially interesting. Three new members were admitted, and Rev. Israel Harding was elected chaplain. "How to teach History" was ably discussed by Dr. R. H. Lewis and Profs. Rouse, Goodwin and Grimsley. Mr. Harding delivered a good lecture on "Progressive Education," beautifully contrasting the ancient and the modern methods. At the next meeting Rev. A. J. Hires will be orator, Miss Katie Lewis essayist, and Messrs. Goodwin and Mewborn will discuss the "Results of keeping pupils after school."

PEACE INSTITUTE, Raleigh, Prof. J. B. Burwell, Principal, is holding its position as one of the foremost female schools of the South. One of the latest improvements at "Peace" is the removal of the Primary Department to the new building. The little ones, in charge of Mrs. John A. McDonald, now occupy the handsome and commodious apartment originally designed for the studies, which, however, proved too small for the large class of this year. The former studio has been enlarged to forty by forty feet, and affords ample space for the convenient and artistic arrangement of the casts and easels. The former are placed on movable pedestals, around which the young ladies group themselves, and Venus, Psyche, Mercury, etc., are copied simultaneously from half a dozen points of view. Glass cases are provided for china and other delicate articles. The quantity of work already on exhibition attests the industry of the class and promises a more than usually brilliant display for Commencement.

IN THE SCHOOL-ROOM.

A COMMENCEMENT ADDRESS FOR A BOY.

LADIES AND GENTLEMEN :—I stand here to-day, proud to lift my voice in behalf of my native State. And while I honor the proud position of the other States of this Union, both north and south of us, and would not, if I could, detract one iota of their merited fame or just renown, still, as a son of North Carolina, and one who feels an honest and sincere pride in everything which concerns the honor, the welfare or the prosperity of the land that gave me birth, I will not be backward in declaring unto you her bright deeds of glory, while I have a heart to feel or a tongue to utter the same in your hearing.

Let your minds for a few moments revert with me to the early history of the formation of this government; and with pleasure let us contemplate the various scenes in the first great struggle for independence, in which North Carolina took a most prominent and active part.

In those “times that tried men’s souls,” when the British soldiery, with fire and sword, were wasting the fairest portions of our beloved country—when every one of the old thirteen colonies felt that they “were, and of right ought to be, *free and independent States*,” who of them all, I ask, was *the first* to publish boldly to the ears of a listening world, her own solemn declaration and determination to be free? I am proud to say it was NORTH CAROLINA!

Yes, three months before the memorable “Declaration of Independence” was issued at Philadelphia, on July 4th, 1776, North Carolina, asserting her sovereignty, had boldly sent forth her own immortal “Mecklenburg Declaration” from Charlotte, loudly proclaiming to the hated despots and tyrants of continen-

tal Europe her firm resolution to throw off the galling yoke of bondage by which she was unjustly held, and, "knowing her rights," thenceforth "dared to maintain them," trusting alone in the justness of her cause and in the strength of the "God of battles" to sustain her. And nobly did she show her determination to be free, and bravely did she assert her right to independence, in the blood of her sons freely poured out on many a hard-fought field of the Revolution, in the contest, the terrible contest, for liberty and honor.

And, coming on down to later years, when war was again declared between this country and England in 1812, who, I ask, was among the first in that struggle to send her legions forth, at her country's call "to arms," against the daring invaders of her sacred soil? Again it was North Carolina! High let her name be inscribed on the temple of fame, and glorious be the dear inheritance handed down to ages yet unborn, by the recollections of her past renown.

I confess to an honest pride in here recounting the heroic deeds of my native State in the days of the past; and although in the early years of the two past decades we have seen her liberties crushed and the heel of despotism lifted over her uncomplaining people, the result of the still later though no less noble struggle for her blood-bought privileges, yet grandly and proudly conscious of her stern integrity, and relying on the distant future to vindicate her cause in the eyes of posterity, North Carolina to-day demands and merits the deepest homage and warmest affection from the hearts of her true and faithful sons and daughters. "Bright through the smouldering ashes of the past—far amid the glare of flashing clouds which crimson the dark horizon beyond," will ascend higher and yet higher to the zenith above, the glorious, imperishable record of her achievements, her honor and her glory to the wondering vision of the generations to come.

Then, my friends, I repeat again that I am proud to raise my voice in behalf in my dear native State. Here may my brightest days be spent; here my most vigorous energies be put forth

for her prosperity and advancement; and when declining years and hoary hairs bring me feebly tottering to the grave, here, too, may I sleep my last sleep, and mingle my weary dust with the genial soil that gave me birth.

PROPER ENGLISH.

O, why shall we say for caught, caught,
As grammarians some say we ought?

Let us see

How things be

When this kind of teaching is taught;
The egg isn't hatched, it is haught;
My pants are not patched, they are paught;
John and Jane are not matched, they are maught,
My door isn't latched, it is laught;
The pie wasn't snatched, it was snaught;
The cat never scratched, but she scraught;
The roof wasn't thatched, it was thaught.
If English must this way be wrought,
It soon will be natched—that is, naught.

—*Exchange.*

THINGS TO TELL PUPILS.

THIS COUNTRY makes a fifth of the iron and a fourth of the steel in the world, and furnishes half of the gold and silver of the world's supply.

THE PERPETUAL CLOCK, which has been running in Brussels a year without stopping or being touched by human hands, is wound up by a draft of air through a tube which operates on a

fan connected with the machinery. The draft is made to pass upward through the tube by exposing it to the heat of the atmosphere.

VALUES.—The value of a ton of pure gold is \$602,799.21. \$1,000,000 gold coin weigh 3,685.8 lbs. avoirdupois. The value of a ton of silver is \$37,704.84. \$1,000,000 silver coin weigh 58,920.9 lbs. avoirdupois.

“FOOLSCAP.”—The story may or may not be true that King James I. of England *knighted* a chine of beef that pleased his palate particularly well, and so immortalized the name “Sir-loin.” But this is only one of a hundred nouns in common use whose history is equally whimsical

Everybody knows what foolscap paper is, but we doubt whether one in a hundred of those who use it can tell why it is so called. When Oliver Cromwell became Protector of England, he caused the stamp of the Cap of Liberty to be placed upon the paper used by the government. Soon after the restoration of Charles II., when he had occasion to use some paper for dispatches, some of this government paper was brought to him. On looking at it he inquired the meaning of it, and on being told, he said, “Take it away; I’ll have nothing to do with a fool’s cap.” Thus originated the word *foolscap*, which has since been given to a size of writing-paper usually about sixteen by twenty-three inches.

POPULAR DELUSIONS.—Science destroys some of the most cherished popular delusions. German silver was not invented in Germany, and it contains no silver; Cleopatra’s needle was not erected by her, nor in her honor; Pompey’s pillar had no historical connection with that personage; sealing-wax does not contain a particle of wax; the tuberoses is not a rose, but a polyanth; the strawberry is not a berry; Turkish baths did not originate in Turkey, and are not baths at all; whalebone is not bone, and contains not any of its properties.

NORTH CAROLINA TEACHERS' ASSEMBLY.

THE ASSEMBLY has received quite a number of new members during the past month, and new applications are coming in nearly every day.

CARRY YOUR "MUSIC" and your books of reading and recitations with you to the Assembly, and be ready and willing to add your talent to the general fund of enjoyment and instruction of all other members. Also, look over the list of topics for discussion and be ready to take part in all the work of the session.

ONE OF THE most attractive features of the Assembly work will be the "Chalk Talks," by Prof. Geo. E. Little, of Washington City. He is said to be the finest crayon artist in America, and his entertaining and instructive lectures upon drawing have never failed to win most intense admiration from educators and others wherever delivered.

MISS FLORENCE SLATER, teacher of calisthenics in St. Mary's School at Raleigh, has been engaged to give instruction in this beautiful and healthful exercise. Miss Slater is one of the most skillful and graceful teachers of this branch of instruction to be found in the South, and we know that her work at the Assembly will be greatly admired and appreciated.

IT HAS BEEN asked if any fees are to be paid by members of the Assembly for the special lectures by Col. Parker, Prof. Little and other speakers from abroad. The expenses of these gentlemen are fully provided for from the general fund, which is raised for this purpose by the "annual membership fees," and there are no other fees of any kind to be paid for any privileges whatever. Each person holding a "certificate of membership" is entitled, freely, to all the privileges, benefits and other "immunities which may be secured for the Assembly."

KEEP IN MIND the dates on which the Assembly tickets will be sold—June 9th and 16th. Make your arrangements for going on the 9th, if possible, so that you will have time for resting after reaching Black Mountain, and then you will be present at the organization of the session.

THE RAILROADS throughout the State have specially favored the teachers this summer by giving to those attending the Assembly an exceedingly low rate of fare—*three cents per mile for the round trip* for long distances. The tickets from leading points will be as follows: Goldsboro, \$9.20; Raleigh, \$8.50; Wilmington, \$12.50; Wilson, \$11.20; Durham, \$8.25; Chapel Hill, \$8.50; Greensboro, \$8; Salisbury, \$6.30; High Point, \$7.75; Henderson, \$10.75; Wake Forest, \$9.70. All tickets good for six weeks. Rates from other points will be announced in next issue. This is cheaper than the fare last summer, and it now brings the "Assembly ticket" within a very small expense. We appreciate this liberality on the part of the railroads, for it enables most of our teachers to attend the Assembly and obtain the benefits of the session and the recuperating influences of the mountain trip.

MEMBERS OF THE ASSEMBLY—CONTINUED.

Miss L. Branson, Bush Hill.	Miss Nannie Latham, Fountain Hill.
Miss Blanche Fentress, Raleigh.	Rev. E. W. Wooten, Statesville.
Rev. L. Branson, Raleigh.	Miss Fannie S. Myrick, Newsoms, Va.
Miss Helen Parker, Raleigh.	Miss Bessie Taylor, Windsor.
A. Baumann, Raleigh.	H. A. London, Pittsboro.
Mrs. A. Baumann, Raleigh.	Rev. C. E. Tayloe, Wake Forest.
Miss Carrie Jackson, Pittsboro.	Mrs. H. A. London, Pittsboro.
Miss Florence Moffitt, Franklinsville.	Miss Olivia Tayloe, Windsor.
John W. Fleetwood, Woodland.	Miss Mary L. Allen, New Bern.
Miss R. C. Brookfield, New Bern.	Miss Hannah S. Allen, New Bern.
George Allen, New Bern.	

EDITORIAL.

THE NEW SCHOOL LAW.

The committee on education at the recent session of the Legislature worked faithfully to improve our system of public schools, and much credit is due Messrs. Leazar and Gudger, the chairmen, and their associates for earnest labor in this direction. The "School Bill" which was reported by the committee was so amended by the House of Representatives as to defeat or cripple most of the features towards progress and improvement, and the new law is but little better than the old one. This is to be regretted, because we had just begun to advance in our educational interests and were expecting the State to encourage our efforts by suitable legislation. We hoped that our system of county supervision would be improved by elevating the office of superintendent and giving to it sufficient salary to secure the best men for the place; we hoped that the law would provide for better county institutes and better attendance of the teachers; but the legislation in these matters has convinced us that our law-makers are not yet ready for so much progress in education, even though the people of the State may desire it. The material changes in the old law were very few, the principal ones being the appointment of county boards of education, which are separate from the boards of commissioners, and allowing the boards of education to pay county superintendents as much as four per cent. of the school fund.

WE HEARTILY thank the press of the State for the frequent and liberal notices which it has given to all matters pertaining to the Teachers' Assembly.

THE TEACHER wants an active agent at each normal school and teachers' institute this summer. The TEACHER is well established and well known; it is determined to give its most faithful efforts towards building up North Carolina schools, protecting North Carolina teachers, and encouraging North Carolina children, therefore, our friends will find no difficulty in securing subscriptions.

THE NORMAL SCHOOL which has heretofore been held at Chapel Hill was discontinued by the Legislature, and the appropriation—\$2,000—has been appropriated to the establishment of four additional normal schools. These new ones are to be located at Washington, Winston, Boone and Asheville. These locations are good, and the eight normals are now so distributed throughout the State that surely every teacher can attend some of them.

OUR STATE SUPERINTENDENT, Maj. Finger, is carefully organizing every department of his official work, preparatory to a strong and vigorous four years' campaign of educational work. The school interests of the State have a warm friend at the helm, and if our county superintendents will give Major Finger their hearty and prompt co-operation, we may confidently look for a considerable "upward and onward" movement all along the line, and better schools and better teachers will be the result.

THE LEGISLATURE wisely said that we shall have an industrial school, and has left the matter of location with the Board of Education—it is to select the place which makes the most favorable propositions. Now let our enterprising towns come to the front and make their bids for the school. There are many places in the State where the school could be admirably conducted and well sustained, but we feel sure that the best results could be accomplished by locating the school at the capital. The State owns land near the city which is specially adapted to the purposes of the school, and Raleigh offers many advantages which can be obtained nowhere else in the State.

THE NEW "Raleigh School Law" has gone into effect, and the new school board has been appointed under its provisions. The law is a good one and will improve all the public schools of

the city, both white and colored. The new members of the school board are men of the highest integrity, undoubted judgment and discretion. Their interests are thoroughly identified with the city and its prosperity, and in their ability and intelligence our people have the utmost confidence. The chairman of the board is W. H. Dodd, the mayor of the city, his new associates are Gustave Rosenthal, manufacturer; Dr. R. H. Lewis, an oculist; S. F. Mordecai, a leading lawyer; Rev. F. L. Reid, editor of the *Christian Advocate*; and T. H. Briggs, Jr., of the great mercantile house "T. H. Briggs & Sons." The heartiest co-operation of the entire city will be given to these gentlemen in their work. N. B. Broughton, of the old school committee, is a member of the new board.

ABOUT OUR TEACHERS.

MISS EMMA INGOLD is teaching in Catawba county.

MISS ALICE FORT is teaching at Dunnsville, Wake county.

MISS RENA BOYD is teaching at Tally Ho, Granville county.

REV. MR. PEEL has opened school at Stanton, Beaufort county.

MR. DANIEL HESTER is teaching at Sand Hill, Columbus county.

MR. R. B. BLALOCK has closed his school at Bandbox, Davidson county.

MISS LUELLA BRANSON has a good school at New Market, near Bush Bill.

MR. A. F. P. KING is teaching at King's School-house, Henderson county.

MR. T. S. MALOY is teaching most acceptably at Jobe, Rockingham county.

REV. E. POPE is teaching a public school near Elevation in Johnston county.

MISS MINNIE VYNE has a very successful school at Havelock, Carteret county.

MR. EDDIE DUNLAP is assistant teacher in Norwood Academy, Stanly county.

MR. J. F. CAGLE has opened a school at Blue Ridge Academy, Henderson county.

MISS MAGGIE CONIGLAND has a good female school near Woodland, Hertford county.

MISS ANGIE E. CALDWELL has charge of the Primary Department in Lincolnton High School.

MISS LENA WILLIAMS, of Franklinton, has taken charge of a school in Johnston county.

MISS BLANCHE CASPARI has a female school at Mayo's School-house, near Bethel, Pitt county.

MISS LAURA DOUB has resigned as instructor of Music in Bethel Academy, Pitt county.

MRS. THOMAS has opened a school at her residence, near Hendersonville, Henderson county.

MISS LULA BARNHILL is assisting in the Primary Department of Bethel Academy, Pitt county.

MISS KATIE CARTER is teaching music and French in Plymouth Academy, Washington county.

PROF. BARCLIFT, late of Edenton, is conducting a flourishing school at Potcasi, Bertie county.

MISS A. A. SPEIGHT has resigned as a teacher in the Music Department of Elizabeth City Academy.

PROF. S. HASSELL, Principal of Wilson Collegiate Institute, gave us a pleasant call on the 14th inst.

PROF. H. L. KING has a good school at Beaver Dam creek, two and a half miles from Asheville.

MISS FANNIE E. THOMPSON, of Pittsboro, a Chautauquan, has taken charge of the school at Osgood.

MR. H. D. WELCH is succeeding well as Principal of Balsam Seminary, near Beta, Jackson county.

MR. IRA TURLINGTON, County Superintendent of Johnston county, has a very large school at Elevation.

MISS EMMA WEATHERS, of Raleigh, has taken charge of a school at Rutherfordton, Rutherford county.

MISS MAGGIE MARTIN, of Shoe Heel, Robeson county, has accepted a position as teacher in Anson Institute.

MR. W. R. GENTRY is Principal of Good Spring Institute, Surry county, and is building up a first-class school.

MISS WILLIE A. GARNER has charge of the Music Department in Glenwood High School, Mr. C. W. Corriher, Principal.

MR. JOHN ROBINSON, of Sandy Mush, Buncombe county, opened a school at Tuscola Institute, Haywood county, on the 16th inst.

REV. T. D. WITHERSPOON, who was recently elected President of Davidson College, has felt constrained to decline the position.

MR. C. J. EDNEY has a most promising school at Liberty, Henderson county. He has forty pupils, and a handsomely furnished school.

MISS M. B. BLAIR, of Danville, Virginia, is in charge of the Primary Department, French, and Elocution of Bethel Academy, Pitt county.

PROF. CHARLES D. MCIVER, of Winston Graded School, will deliver the Commencement Address before Mrs. McGilvary's school at Jonesboro.

MR. W. C. PULLEN opens the Spring term of his school at Earpsboro with a largely increased patronage. A good teacher is always appreciated.

PROF. ROBERT WARD, of Bethel Academy, Pitt county, has been prostrated by measles and pneumonia. We are glad to learn that he is convalescent.

MR. W. T. WHITSETT has been very successful with his school near Gibsonville, Guilford county. He has a new school building in process of erection.

MR. D. R. MCIVER has an excellent school at Hickory Level Academy, near Jonesboro. His enrollment is now thirty-two boys and thirty-eight girls.

PROF. P. O. DUNCAN, a brother of the Principal, will teach the classes in Greek and Natural Science in the Southern Normal at Lexington, Davidson county.

MISS ANNIE S. BEST, formerly of Raleigh, and later of Washington City, has charge of the music department in Pleasant Lodge Academy, Alamance county.

MISS LEILIA HANNEY, of Oxford, has accepted the position of teacher of music at Bethel Academy, Pitt county, made vacant by the resignation of Miss Laura Doub.

REV. JOSEPH R. WILSON has resigned the pastorate of the First Presbyterian Church at Wilmington to accept the Chair of Theology in the South-western University at Clarkton, Tennessee.

MISS GUSSIE CARSTARPHEN, of Plymouth, Washington county, has merged her school with that of Mr. Edward Alexander of the Plymouth Academy, and becomes assistant teacher therein.

PROFS. H. W. REINHART and I. L. Wright, of Thomasville, visited the city during the session of the Legislature. They succeeded finely as "lobbyists" and have THE TEACHER'S congratulation.

PROF. J. H. HORNER, of Oxford, recently visited the national capitol, and was the recipient of courtesies at the hands of all North Carolinians who knew he was in the building. Prof. Horner has been for many years one of the leading educators of the State.

PROF. WILEY LANE, of Elizabeth City, North Carolina, a Professor in Howard University, Washington, D. C., died in that institution February 16th, of pneumonia. He was a graduate, with distinction, of Amherst College, and one of the foremost colored teachers of the country.

REV. J. B. MASSIAH, a colored man, a native of Barbadoes, and educated at Harrison's College on that Island, and afterwards at the General Theological Seminary in New York, has been elected a Professor in St. Augustine's Normal School, Raleigh, to fill the place of Rev. William R. Harris, deceased.

PROF. WILLIAM C. DOUB, late Principal of Greensboro Graded School, died on the 10th of March, 1885, of paralysis. Prof. D. graduated at Randolph Macon College, Virginia, and soon thereafter entered upon the work of teaching, which he followed without interruption save when he was editor of the *Star*, at Raleigh, so that for at least thirty years he was connected with the educational interests of the State. He was a man of great breadth and accuracy of scholarship, and of so much industry that he was not content to fall behind the progressiveness of the age, and so continued to be an ardent student until disease stood up in his pathway and put an end to his work. Few men have been able to pay less court to what is known as the popular will in opinion and action, and to find compensation in the consciousness of an honest purpose. The name of Wm. C. Doub has been as familiar, perhaps, as that of any other man of letters in North Carolina, for twenty years past, and its disappearance from the roll of educators will leave a blank that will long be felt.

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

"Arithmetic in former days said 'one and one make two,'
But now we have advanced so far that that style will not do;
And blushing bride and happy groom, whose lonely lives are done
Say, with the parson's full consent, that one and one make one."

Miss Addie Kirkpatrick, a graduate of Salem Female Academy, was married at LaGrange, February 18, to Mr. J. P. Joyner, a brother of Prof. J. Y. Joyner of Winston Graded School.

Mr. Charles W. Tillett, late Superintendent of Public Instruction for Richmond county, was married on the 26th of February to Miss Carrie Patterson, Principal of Mangum Academy.

Mr. A. H. Porter, of Columbus county, was married to Miss Alice Munn, of Cumberland, on the 4th of March. Both of the contracting parties are teachers.

Miss Charlotte Murrell, of Farmville, Va., instructor in reading at the Chapel Hill Normal School in 1882, was married on March 4th to Hon. M. A. Newell, Superintendent Maryland State Normal School. THE TEACHER acknowledges the compliment of an invitation.

Miss Ellen Hill, of Columbus county, was married on the 5th of March to Mr. John Floyd, of South Carolina.

Mr. W. G. Randall, Principal of Marion High School, was married on March 6th to Miss Annie J. Goodloe, who was assistant teacher in the same school.

NEW BOOKS.

SCHOOL KEEPING AND HOW TO DO IT. By Hiram Orcott, LL. D. Boston: New England Publishing Co. Price \$1.00.

"This book is written for the special benefit of teachers who wish to make the most of themselves and understand that they can profit much by the successful experience of others." It is one of the most thoroughly practical teacher's helps that we have seen for a long time, and it will indeed teach the teacher many most valuable things about his work which he does not know and which will prove of untold value to him. Such a book ought to be the constant and well consulted companion of every progressive teacher, and we hope there are none others in North Carolina.

METHODS OF TEACHING AND STUDYING HISTORY. Edited by G. Stanley Hall. Boston: Ginn, Heath & Co. Price \$1.50.

This is volume one of the "Pedagogical Library," and if it is a fair specimen of the other volumes of the series, then Messrs. Ginn & Heath have struck the

key-note to the teacher's needs. What an important branch of our school work is history, and how poorly is it taught! If you think the study is dry and cannot be made intensely interesting and profitable to your pupils, then be sure to read this book. Those teachers who were at our Chautauqua last summer remember how admirably this subject was treated by Profs. Branson, Morson, Williams and others, and their remarks must have convinced you that history can be made exceedingly attractive to your pupils, and a careful perusal of this new book on the subject will tell you how it can be done.

THE QUINCY METHODS ILLUSTRATED. Pen Photographs from the Quincy Schools. By Lelia E. Partridge. New York: E. L. Kellogg & Co. 1 vol., cloth, 686 pp., with illustrations and colored plates. Price \$1.50.

The public always have been and always will be interested in efforts aiming at the benefit of their children. They feel that the school accomplishes but a part of the good they expect. The "Quincy experiment" is the latest effort to benefit children while in school, and the best thing about the experiment is that it was successful. The story of this experiment is well told by Miss Partridge in her work "Quincy Methods." Col. Francis W. Parker was made, in 1875, Superintendent of the schools of Quincy, and in a short time it began to spread abroad that a new order of things was in operation. A few teachers, dissatisfied with the results they were obtaining, began to straggle in; they were the advance of a vast army that in the five years of Col. Parker's stay poured into the school-rooms of Quincy. The work done was written about in newspapers and educational journals, was copied, and has produced a wonderful change in the mode of thinking and talking about education. "Quincy Methods" is such a popular book that the first 2,000 copies were sold in advance of publication. We hope that every live teacher in North Carolina will secure a copy.

SHOEMAKER'S DIALOGUES. By Charles C. Shoemaker. Philadelphia: National School of Elocution and Oratory. Price \$1.00.

A book of entirely new and original dialogues is just what teachers have been wanting, and Prof. Shoemaker has provided the book. The selection is adapted to children of all ages and for all occasions, and the dialogues will be sure to please. We have carefully examined the volume and heartily recommend it to all teachers desiring something fresh and attractive for exhibition purposes. Send for the book.

CONCENTRIC CHART OF HISTORY. Invented and compiled by James W. Ludlow, D. D. New York: Funk & Wagnalls. Price \$1.00.

It is wonderful what a mass of information this chart contains. It gives at a glance the separate and contemporaneous history of each century of every nation on the globe; also the Roman Republic, Roman Empire, ancient arts, ancient literature, &c., &c. The chart is printed on stout card-boards and bound in the shape of a fan, and it is so nicely arranged that it may receive additions either by the author or such as may be arranged from the student's own note-book. The chart is indeed a novelty in educational work and certainly a most useful one, and it will aid both the teacher and the student of history.

TEACHERS' BUREAU.

[THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

POSITIONS WANTED.

46. Miss Kate L. Hayes, Company Shops, N. C., desires a school or a position as assistant. Is thoroughly competent and can furnish best of references.

47. Mr. Charles L. Hoffman, Lincolnton, would take a position in a private or public school. Has attended teachers' institutes and normals, and has three years' successful experience.

48. A young lady wants a position as music teacher. She is thoroughly competent and has considerable experience. Can furnish best of references.

49. A man with normal training and five years' successful experience in teaching, desires a position as assistant, or will take charge of a small school.

50. A lady who has had some years experience in teaching, wishes to make an engagement for the next year. Has taught seven years in a graded school.

51. Being desirous of a position for the fall term, will be pleased to correspond with those who may wish an assistant, or those who would like to have a good preparatory school in their town or village. I have a large experience in teaching. Address Miss P. E. M., Box 11, Corinth, Miss.

52. A young lady wants an assistant's position in a school. She is a full graduate and can teach all English branches and mathematics, elocution, calisthenics and penmanship.

TEACHER WANTED.

A good teacher is wanted to take charge of the academy at Springsville, Cabarrus county, N. C. Address J. S. Harris, chairman of committee.

VALUABLE
School and Text-Books.

WORCESTER'S DICTIONARIES.

THE BEST! AND STANDARD!

SEVEN EDITIONS!

"THE POCKET,"

"PRIMARY,"

"SCHOOL,"

"COMPREHENSIVE,"

"ACADEMIC,"

"OCTAVO,"

AND UNABRIDGED QUARTO.

SANFORD'S ARITHMETICS AND ALGEBRA.

THIS SERIES EMBRACES

PRIMARY ANALYTICAL ARITHMETIC,

INTERMEDIATE ANALYTICAL ARITHMETIC,

COMMON SCHOOL ANALYTICAL ARITHMETIC,

AND HIGHER ANALYTICAL ARITHMETIC,

ALSO, SANFORD'S ELEMENTARY ALGEBRA.

THE ABOVE ARE

Authorized Text-Books

FOR USE IN THE

SCHOOLS OF NORTH CAROLINA.

LIPPINCOTT'S SCIENCE SERIES,

CONSISTING OF

LESSONS IN CHEMISTRY. By Prof. Wm. H. Greene, M. D.

NATURAL PHILOSOPHY. With A KEY. By Professors Sharpless and Philips.

ASTRONOMY. By the same authors.

CUTTER'S COMPREHENSIVE ANATOMY, PHYSIOLOGY AND HYGIENE. By Prof. John C. Cutter, B. S., M. D.

OTHER VOLUMES IN PREPARATION.

LIPPINCOTT'S POPULAR SERIES OF READERS.

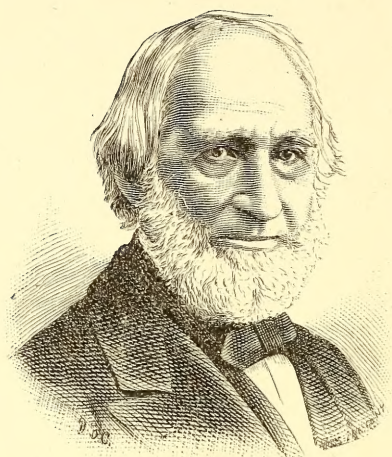
This Series consists of Six Books, First to Sixth inclusive.

Descriptive Catalogues containing full lists of Educational Publications sent to any address on application. Address,

J. B. LIPPINCOTT & CO., - - - **Publishers,**

715 AND 717 MARKET STREET, PHILADELPHIA.

Or, **M. V. CALVIN,** General Agent, Augusta, Ga.



ALFRED WILLIAMS,

FOUNDER OF THE NORTH CAROLINA BOOK AND PUBLISHING
HOUSE OF "ALFRED WILLIAMS & CO.," PUBLISHERS
OF THE NORTH CAROLINA TEACHER,
RALEIGH, N. C.

T H E

North Carolina Teacher.

VOL. II.

RALEIGH, APRIL, 1885.

No. 10.

SOME OLD SCHOOL-BOOKS.

I have been back to my home again,
To the place where I was born;
I have heard the wind from the stormy main
Go rustling through the corn;
I have seen the purple hills once more;
I have stood on the rocky coast
Where the waves storm inland to the shore;
But the thing that touched me most

Was a little leather strap that kept
Some school-books, tattered and torn!
I sighed, I smiled, I could have wept
When I came to them one morn;
For I thought of the merry little lad,
In the mornings sweet and cool,
If the weather was good, or weather bad,
Going whistling off to school.

My fingers undid the strap again,
And I thought how my hand had changed,
And half in longing, and half in pain,
Backward my memory ranged.
There was the grammar I knew so well—
I didn't remember a rule;
And the old blue speller—I used to spell
Better than others in school;

And the wonderful geography
I've read on the green hill-side,
When I've told myself I'd surely see
All lands in the world so wide,
From the Indian homes in the far, far West,
To the mystical Cathay.
I have seen them all. But Home is best
When the evening shades fall gray.

And there was the old arithmetic,
All tattered, and stained with tears;
I and Jamie and little Dick
Were together in by-gone years.
Jamie has gone to the better land;
And I get, now and again,
A letter in Dick's bold, ready hand,
From some great Western plain.

There wasn't a book, and scarce a page,
That hadn't some memory
Of days that seemed like a golden age,
Of friends I shall no more see.
And so I picked up the books again
And buckled the strap once more,
And brought them over the tossing main;
Come, children, and look them o'er.

And there they lay on a little stand
Not far from the Holy Book;
And his boys and girls with loving care
O'er grammar and speller look.
He said, "They speak to me, children dear,
Of a past without alloy;
And the Book of Books, in promise clear,
Of a future full of joy."

—*Harper's Weekly.*

TEACHERS' INSTITUTES.

BY T. J. MITCHELL, SUPERINTENDENT OF CHARLOTTE GRADED SCHOOLS.

Teachers' institutes have been compared to regular normal schools as militia drill to the discipline of West Point. Without disparaging militia in the least, it is a good comparison. Our Legislature has wisely determined to establish an educational West Point at Chapel Hill. But while there may be many candidates for admission there, there will be hundreds more who will belong to the militia, and get their training nearer home. What we need, then, is more and better militia drill, and a system of recruiting that will reach the rural districts of the back counties and bring brave and bright, but untrained youth to the front.

TWO-WEEKS' DRILL.

The county superintendents are the proper officers for this work. Let every one of them muster in his little company of veterans and raw recruits, and, with a training-master, go into camp for a two-weeks' drill every summer; make the veterans unspike and polish up their rusty guns and buy new ammunition; teach the new recruits what old accoutrements of their forefathers to retain and what modern ones to get; show them how to husband their stores and expend their shot to the best advantage; create such an *esprit du corps* among the sluggish, careless privates of the rear ranks as shall force them to labor with zeal and enthusiasm, and kindle in every breast a keen desire for promotion.

Wherever we find this work most common, we find the best systems of schools. Normal schools are doing brave work fitting teachers for graded schools, but between the graded schools of the towns and cities and the ungraded schools of the country there is a great gap which the teachers' institute must bridge.

OBJECTS.

It is claimed that many graded school methods of teaching cannot be used in the country schools, and it is true that an exercise prepared for a school consisting of a single class of forty or fifty pupils would not suit a school of a dozen classes of three or four pupils each. But all the improved methods of teaching may be so modified as to be applicable to any school, and, to demonstrate this fact, is one of the chief functions of the teachers' institute. To make country-school teachers acquainted with the modern methods of teaching, to show them how to use these methods in their own schools, to create mutual sympathy between teachers and patrons, and to break down the unreasonable prejudice which now exists against public schools, are some of the many objects to be attained by such a gathering.

COUNTY SUPERINTENDENT.

On the county superintendent depends the success of the institute. If he lacks executive ability and shirks extra labor, it will prove a failure, no matter how capable the assistance he may secure may be. But by taking a little trouble, and making systematic preparation beforehand, he can insure a success that will be most gratifying to everybody.

PRELIMINARIES.

Having fixed a date and engaged a competent institute conductor, one out of the county rather than in it is generally best, the next step is to advertise the meeting thoroughly in the county papers until it is held. By letter and personal appeal urge every school officer and teacher to be present, and issue a cordial invitation to all the citizens in the place where the institute is held, to favor it with their presence as much as possible. Having the best opportunities for ascertaining the peculiar needs of the teachers of his county, the county superintendent can lay out the work in ample time beforehand, and notify the conductor and such local teachers as may be selected to assist him, exactly what will be expected of them.

NEWSPAPER NOTICE.

The village editor will generally be willing to insert in his paper a programme of the institute, accompanied by the names of all those who are to take part in it, and give it many encouraging notices. This matter of getting everything published beforehand has a most excellent effect. Young teachers like to see their names in the paper. It will cause them to feel their importance, and will, consequently, make them take much more interest in the duty assigned them, and they will come to the institute much better prepared to make it a real success.

COMMITTEES.

The county superintendent will find his labor and responsibility lightened quite materially by the judicious selection of a number of committees. There might be a *committee on arrangements*, to aid in securing a large attendance of the teachers, to see to the care of the assembly-room, to procure apparatus and necessary supplies and, possibly, to assist teachers in securing proper boarding places; a *committee on invitations*, to invite the different ministers of the town to conduct the devotional exercises, and to obtain a good audience for all the general exercises; a *committee on music*, to secure a choir to enliven the institute with appropriate hymns and songs; a *committee on decoration*, to see that the room in which the institute is held is made attractive by flowers and pictures; a *committee on social matters*, to arrange for an evening social each week, to act as ushers at the institute, and to see that all the teachers become acquainted with each other; a *committee on nominations*, to bring in a list of candidates for the various offices; and a *committee on resolutions*, to prepare a series of resolutions and present them for adoption at the close of the session.

PLACE OF MEETING.

It is generally easy enough to secure a good room, but still, this is a very important matter. The lecture-room of a church, the court-house, or a large school-room will be suitable. The

first named may be found to be best, as people are much more orderly in a church, and it can be lighted, if needed, at night. The necessary blackboards, maps, globes, charts and apparatus can usually be borrowed from the local schools, but these should all be gotten together the Saturday before the institute opens.

CONDUCTOR.

The county superintendent rarely finds it best to conduct the institute himself, but he should obtain for a conductor an able institute worker; one who has had sufficient experience in this kind of work and will be authority on the science of pedagogy and fully capable of giving instruction on the best methods of teaching and management. There are usually to be found among the county teachers those who can act as assistants and conduct one or two recitations each day in the ordinary branches of study.

OFFICERS.

The officers should be a president, two secretaries and possibly a critic. A presiding officer is needed, for it often happens that the county superintendent and conductor have extra work which will take them out of the room during the exercises conducted by the assistants. One of the older teachers, or even a citizen of the town, who can lead the institute and draw out backward and diffident members, should be elected to this office. It will be found necessary to have one secretary to keep the roll and another to prepare the minutes for publication. A good-natured critic, although not indispensable, often proves profitable and entertaining.

THE FIRST DAY.

With all this previous preparation made by the county superintendent, no time will be lost in organization wrangling the first day. After the opening exercises and the nomination and election of the officers, the institute will be opened by short addresses from the county superintendent and conductor. The teachers will be ready with their pencils and note-books, and the regular

programme which has been previously prepared with great care, will be promptly entered upon, and such a thing as dragging the first day be an impossibility.

DUTIES.

The county superintendent having accomplished the greater part of his duty in working up the institute, will take two or three classes daily, and be on hand for advice and encouragement, and, if necessary, admonition. It may be well for both him and the conductor to take for their subjects school organization and management and methods of teaching and discipline.

The conductor will have a great deal expected of him, and is really in charge of the institute, so he should be a person of considerable versatility and magnetism. He will be looked to for new and fresh ideas, for advice on a great many subjects, and for practical suggestions and illustrations, and he should always be capable of giving them.

It will be the duty of each assistant to do his best with his special subject, and aid in making all the general exercises profitable and interesting.

The members of the institute should remember that they also have important duties to perform. They should always be prompt and regular in their attendance, earnest and sympathetic in their attention, ever ready to ask questions and give opinions at the proper time, preserve the same order required in a well-conducted school, and never fail to enter in their note-books all important suggestions they hear for future reference.

MODEL CLASS.

A dozen children can easily be procured, if deemed desirable for a model class. Their parents will usually be glad to have them there, and the children themselves will rather like it. Teachers can learn much more from such illustrations than a great deal of description, and the theories of the instructors can thus be put into actual practice.

CAUTIONS.

It must be remembered, though, that the institute is not a debating club. It is not the place to discuss "Elective Affinities," "Æsthetic Culture," "Evolution," or "Whether Greek should be taught in the country schools." It is not the place for arithmetical conundrums, nor those old-stock problems which have been afloat for years, and the solution of which depends upon a hypothetical position. All these things are well enough in their respective places, but not in a teachers' institute. Its object is the improvement of the country-school teachers: to train them how to do better work. There are only ten days in which to accomplish this, far too short and too valuable a time to spend on anything but the legitimate business of the assembly.

BENEFITS.

The benefits of the institute are many and far-reaching. It imparts new methods of teaching, gives a correct idea of a good school, shows the true ends of education, gives elementary knowledge in the science of teaching, promotes an interchange of ideas, secures uniformity in the school work of the county, and corrects many prevailing faults and abuses. Bringing together the citizens of a community, it shows them what the teachers are trying to do, and opens their eyes to the difficulties and perplexities which beset the most important person with whom their children are associated.

The only difficulty in the way of holding a yearly institute in every county in the State is the impossibility of securing experienced conductors and teachers. North Carolina needs a thoroughly organized corps of earnest, enthusiastic men, employed and sustained by the State, to do this work. When she gives this aid to her county superintendents and crowns her school system with well-conducted State normal schools, the fault will be with her teachers if she does not lead the whole South in the efficiency of her educational institutions and the intelligence and patriotism of her citizens.

MISS FANNIE EVERITT,

PRINCIPAL OF STATESVILLE FEMALE COLLEGE.

The readers of THE TEACHER have recently been introduced to some of the leading male teachers who have aided in making the schools of our State as efficient as any to be found in other States of the Union. North Carolina is proud of the splendid corps of teachers who so ably preside over our leading educational institutions for boys and young men, and in their marked success every citizen of the State is peculiarly gratified. But our pride is not alone in these noted men who are so carefully training our children, but we accord equally high honors to the noble women who stand at the head of some of our most famous and successful schools for young ladies. We have many such in North Carolina, and under their faithful and efficient teaching have come to lovely and useful womanhood some of the fairest and most cultured daughters of North Carolina and of her sister States. We shall, therefore, from time to time with pleasure present to our readers short biographical sketches of our leading female teachers, and the first of these sketches is of Miss FANNIE EVERITT, of Statesville. This excellent lady is already known to many of our readers, and those who have met her at the University Normal School will long remember her pleasant manners, her impressive refinement and elegant womanly culture.

Miss Everitt has been engaged in teaching since 1868, when she became an assistant in Mrs. Lacy's school, afterwards merged in the Peace Institute. After her connection with Mrs. Lacy's school ceased, she taught for two years in the graded school in Goldsboro; but she has been best known in connection with the Statesville Female College, of which she has been the principal since 1883. Her plan in conducting the educational department of the school seems to us equally sagacious and successful. Her teachers have been selected from those educated in the State and identified in feeling and interest with our people, after which

they have received Northern training, which should not only add to their stores of knowledge but divest them of provincial narrowness and render them familiar with the most recent and improved methods of teaching. Accordingly, as might have been anticipated, her success in the conduct of this institution has been marked and positive from the first, not less than one hundred and six pupils having been enrolled the year she took charge of the school. In the art department and music, which especially attract and impress the general public, her success has been most manifest and recognized.

In the beautiful art of china painting, which is now becoming so popular, the young ladies of Miss Everitt's school have attained unusual excellence, and in some sets which we have recently examined were seen tastiness of design and skillful blending and harmonizing of shades which are quite rare.

Miss Everitt has recently purchased the entire property of the Statesville Female College, and the sound judgment exhibited by her admirable and practical business management has won to her the fullest confidence with heartiest co-operation and support of the best people in and around Statesville. She has put the buildings in good repair and lately purchased an adjoining lot that was needed to give the grounds proper shape and add to the beauty of the premises.

Over all the instruction imparted by the school Miss Everitt has personal and careful supervision. She is not content to perform her work in a merely perfunctory way, but, seeking continually to extend the range of studies and improve the methods of instruction, she has within the past three years attended the normal institute at Martha's Vineyard, and taken a full course under Col. Parker. She has made a special study of the Kindergarten system, and spent several weeks in studying and examining the Boston schools. The teachers in the State have honored her by placing her name upon the "Executive Committee of the North Carolina Teachers' Assembly," and her many friends and co-laborers throughout the State hope to have the pleasure of meeting her at the Black Mountain session of the Assembly this summer.

The fine administrative ability which Miss Everitt has evinced in the work of her school has rewarded her with very gratifying financial success. Although comparatively new, it has stood the test of the hard financial year through which we have just passed, and may now be considered one of the valued and permanent educational institutions of the State, and we hope that it may continue to grow in strength, popularity, success, and in the scope of its usefulness.

[For the North Carolina Teacher.]

ABOUT THE TEXAS SCHOOLS.

BY "TAR-HEEL," BONHAM, TEXAS.

Thinking that your readers in the Old North State would be interested in learning something of the public schools of the "Lone Star State," I send you the following bits of information.

One of the most noticeable features is the large school fund. Ruffian rule in Texas is now a thing of the irrevocable past, and the one great problem that is agitating the thinking minds of the State is how to educate its sons and daughters to be true, noble men and women. To this end, was donated some fifty million acres of land by the early projectors of the State government. These lands, together with certain taxes levied for the purpose, afford a revenue amply sufficient to run the public schools six months in the year.

As a general thing, the school law is more stringent in this State than in North Carolina. While the trustees have about the same power that is given them in North Carolina, the contracts are required to be made in writing and not until the certificate is shown. The county judge has great power invested in him with regard to school matters—more, it seems to me, than is consistent with the principles of free government by which we, as a nation, profess to gauge our actions.

As I have been in the State only about nine months, I, of course, have acquired very little general knowledge of the State. This statement will be readily understood when one reflects that Texas is more than three times as large as all the New England States combined. If, however, the same interest in education is taken the State over that is shown in Fannin and adjacent counties, the educational future of Texas is very promising.

Very few communities deign to have less than a four-months' term of school, and the rule is to have a four-months' term in winter and a two-months' term in mid-summer.

The grading is much the same as in North Carolina. Thirty, fifty and seventy-five dollars are the maximum limits of salaries paid to teachers. An applicant for first grade must pass a satisfactory examination on elementary algebra, geometry, natural philosophy, composition, United States history, school discipline, and methods of teaching, besides the ordinary branches.

Just here, I may mention a defect that, I suppose, can only be remedied by time. There are too many first-class certificates issued, and yet, these school commissioners have a supreme contempt for college diplomas—an anomaly that is hard to explain.

In North Carolina the examining board consists of a county superintendent. Here, it consists of three who are required to be thorough, experienced teachers. Their fee is three dollars.

One feature, of this part of the State at least, that strikes the visiting lover of education with surprise is the great number of graded and high schools. Every county has its male colleges, its female institutes, its academies and high schools for boys and girls.

In this town, Bonham, numbering about four thousand inhabitants, at least fifty per cent. of the children are in the schools. This statement refers only to the white portion of the population. The colored population, of whom there is a sufficiency, is well provided with schools, and these schools are liberally patronized. I do not think this town is above the average. I could mention several others equally well supplied with school facilities.

The aim of the Texas educators and law-makers seems to be the modelling of an original, independent Texas school law. It is impossible to shape it after any other, for no other State has such a heterogeneous population.

Every legislature discusses changes in the law, and the changes are such, as a general thing, as tend to a more perfect system.

WE MUST EDUCATE.

Let the people of North Carolina be up and doing. Let the "Old North State" be aroused and shake off the shackles that now bind her in bonds of ignorance. Let her free herself of the shame that thirty-eight per cent. of her sons and daughters cannot read and forty-eight per cent. of her proud children cannot write. It is in your hands, my friends, to alleviate our glorious old State of this bondage. Wipe out this disgrace by building schools. Ohio spends \$8,000,000 for education, while North Carolina spends less than one dollar per head for the noble cause! Who is to do this educating? Is not the government, our common schools, our colleges, our University—are not all these interested in this matter?

We want an education for the masses; we want to elevate them. Here we have the finest climate in the world; water-powers sufficient to run all the mills of New England; natural resources inexhaustible, and a country, if developed, that would rival any on the globe. We must educate! We must educate!!—*Hon. A. S. Merrimon.*

REMEMBER THAT in teaching, as in everything else, you must have a good deal of capital invested to obtain large proceeds.

[For the North Carolina Teacher.]

SHOULD THE TEACHER STUDY?

BY D. L. ELLIS, NEW BERN GRADED SCHOOL.

To many of our best teachers the above question would seem absurd—they would, one and all say, unhesitatingly, certainly, the teacher should study—yes, he *must* study. But, on the other hand, we would doubtless find a large number of teachers who think it is not necessary that the teacher should study, or, at least, should not make a business of it. Such would argue that they already know all about the subjects they are teaching, and that a teacher should not work after his day's work is finished.

That may be true in the first place, and it certainly is true in the second; but admitting that a teacher does understand the subjects he is teaching, does it necessarily follow that he can teach those subjects to others in an intelligible manner, without special preparation? Experience proves that such is not the case. No one denies that teachers need rest, but do they need to rest *twenty* hours out of the twenty-four? We think not.

The teacher may understand all the subjects he has to teach, but he must then study, not to know *what* he is to teach, but *how* to teach it. The more simple studies, or, better, the primary subjects taught in our schools require the most study on the part of the teacher, because the pupil is younger, and, consequently, knows less about how to study than the older pupil: hence those principles which would be perfectly simple to a more mature mind are new and unintelligible to the young, requiring the most careful explanation and illustration on the part of the teacher. We would most positively refuse to try to teach a class how to count to ten, or how many apples at one cent each could be bought for five cents, unless we could have time to study the subject a moment before beginning the lesson. Yet how many teachers go every day to their schools and positively do not know where the lessons are, not to mention what those lessons are about!

We may state this as a general truth—impromptu teaching exercises are, ninety-nine times out of a hundred, failures. But some say, if we take time to study all our subjects, we will have no time for society, no leisure for self-improvement.

Very well; pray, how much time does the merchant or physician have for those things? Scarcely any. Now, is a teacher to arrogate to himself privileges which those engaged in other professions do not enjoy? We say, if a man engages to do a certain work he is in honor bound to give that work his time and attention. It matters little if he does not shine in society, he is paid to “shine” in the work-shop, counting-house or school-room, as the case may be, and it is his business to attend to the interests of his employers and not to “cut a dash” in society.

Again, it does not follow that because a teacher studies he has no leisure. In our graded schools the daily session begins about nine o'clock and closes at two, or two-thirty—about five hours actual work out of the twenty-four, leaving about nineteen hours for rest, study, sleep, and if you please, “society.”

Leaving the school-room at two o'clock, one can rest enough by five o'clock to begin work again; and, by working till ten o'clock, a half dozen lessons may be prepared for teaching, and still leave two hours for self-improvement. It is best to have a regular programme to serve as a guide. For want of a better, we copy the one hanging on our wall, by which we are guided in our daily work:

1st. Study of lessons for next day. (In this case, six high school subjects).

2d. Reading for recreation and improvement.

3d. Study of German and Greek.

4th. Exercising by walking one mile very briskly—time, ten minutes.

5th. Devotions.

6th. Sleep.

The advantage of having a programme is that we have system about our work, knowing what we have to do and how long a time we have to devote to each subject.

For those who teach in ungraded schools the case is somewhat modified, of course, since the daily sessions are much longer; but we speak from experience when we say that there is, even in ungraded schools, time to study most of the work and still have time to rest and sleep as much as nature requires—from ten to six o'clock.

It is time that our teachers should begin to look upon teaching as a profession, as work, not as a mere make-shift to employ them, and give them a show of doing something to make a living; and to give their undivided attention to the work before them. It is true that the compensation of teachers is not, as a rule, calculated to stimulate one to extra effort, but if our profession does not honor us by giving a decent reward for our services, let us at least honor it by *teaching*, not *keeping* school; to do which we must, one and all, study the subjects we teach.

CURRENT HISTORY.

Are you doing your duty, teacher, towards keeping your pupils well informed upon all current matters of interest and importance? It is not alone necessary that the children should know about the "Rise and fall of the Roman empire," the "Norman Conquest," "The Crusade," or the cause of "Braddock's Defeat," but they must also know what is going on around them every day—the daily events which are to become parts of the world's history. 'Tis true that it might cause the teacher a little extra work and trouble to collect this information for the children; it might be necessary to read a newspaper occasionally, when perhaps you want to be visiting, or fishing, or gardening, or doing some other little work not at all pertaining to the high calling which you have chosen; but you owe most of your time to the children which you have undertaken to train, and you cannot afford to neglect them nor your preparation toward properly teaching them.

Tell the children about the war of the Soudan, its causes and its condition, and the probable results. Use the map freely and make them familiar with the locality of the conflict. Give them a brief sketch of General Gordon's life, with particulars of his death. Tell them about the probability of a war between England and Russia, and clearly explain the causes, stating the effect of such a war upon other countries of the world. Tell them of the troubles in South America, the recent dynamite explosions, and tell them how this explosive is manufactured, and its power.

Tell them of the new President of the United States, make them familiar with the members of his cabinet, and let them understand what a President's "cabinet" is to do, and what are its powers. Get a copy of some illustrated paper and show them pictures of all the cabinet officers, and let them know from what State each has been chosen. Give them the names of the newly-appointed foreign Ministers, and let them be well informed as to the duties of these Ministers, their powers, salaries, terms of service and other matters pertaining to their office. Explain the terms "plenipotentiary" and "extraordinary" as applied to the office of a foreign Minister. You will be surprised what very crude ideas the children have upon these subjects; they need enlightenment, and their teacher is the one upon whom this duty devolves.

Your pupils must be kept posted also in all important matters of daily occurrence in our own State. They must be told about the recent important legislative enactments, of the new normal schools, the University appropriation, the school law, the new judges, and the industrial school. Tell them who are our present State officers, and make them thoroughly familiar with Major Finger, our new State Superintendent of Public Instruction. Show them his portrait, as published in *THE TEACHER*, as they may meet him sometime, and ought to know him on sight.

There are a great many other things in this direction which ought to be told by you to your pupils—things that are not in the text-books, but yet are very important, as they form the basis of current thought and conversation on the street, in the home and at almost every public gathering. Give some attention, teachers, to

the few hints here thrown out and try to keep your pupils well "up with the times" in all interesting and useful information which does not appear on the pages of the school books. The children will be pleased, and you will be gratified at their interest in these matters.

[For the North Carolina Teacher.]

WHO IS RIGHT?

BY REV. E. G. MARSH, TROY, N. C.

I have just examined the new "Household Atlas," compiled by Rand, McNally & Co., Chicago, and find that it represents Clingman's Peak to be the highest mountain in North Carolina. Clingman's Peak is put down to be 6,940 feet; Mount Mitchell, 6,732 feet.

But Maury, who is thought to be good authority, states in his "Manual" that the height of Clingman's dome is 6,660 feet, and that of Mount Mitchell is 6,688 feet. By the "Household Atlas" Clingman's Peak is 280 feet higher than it is represented by Maury. Besides, the "Household Atlas" says Clingman's Peak is the highest, while Maury's "Manual" says Mount Mitchell is the highest. There is a difference of 280 feet in the height of the *same mountain*. Now, we would like to know who is correct. If *both* of these calculations are incorrect, then the State should have the heights of these mountains *accurately* ascertained for the benefit of her teachers and students. The student's mind should not be perplexed with such discrepancies. Books calculated to make false impressions should be denounced. The geography of a country is very important, and the books from which we get our information should be correct. We believe that the histories, the geographies, and many other edu-

cational books contain statements which are largely false; and we think that an improvement in the manufacture of such books is highly needed.

We think every State can, and should, supply her teachers with a correct geography of her country and a correct history of her people. And if stricter criticisms were furnished, we believe the authors of these books would be more careful.

[The heights of these mountains, as given by Prof. W. C. Kerr, our late State Geologist, are as follows: Clingman's Dome, 6,660 feet; Mitchell's Peak, 6,688 feet. These calculations, also given by Maury, we take to be more correct than McNally, as they were made from actual measurements by Prof. Kerr, who is eminently qualified to do this correctly. We take pleasure in stating that "Shaffer's new Township, School and Business Map of North Carolina," now in press, contains a table of altitudes, showing accurately the several mountain ranges, with the comparative heights of all our most prominent peaks.—EDITOR.]

MR. ALFRED WILLIAMS.

The excellent portrait of Mr. ALFRED WILLIAMS, which we present in this number of THE TEACHER, will be at once recognized by thousands of personal friends throughout the State, while the business name is familiar to nearly every person within North Carolina and to many beyond our borders.

Mr. Alfred Williams, the founder, and for nearly twenty years the head, of the great North Carolina book and publishing house of Alfred Williams & Co., Raleigh, and publishers of THE NORTH CAROLINA TEACHER, retired to private life on the first of April, being succeeded by his late partner, Mr. Eugene G. Harrell, and Mr. John B. Neathery, who will continue the business at the old stand, with the entire "good-will" and under the old firm name of "Alfred Williams & Co."

Mr. Williams is a native of Franklin county, where he was born June 10th, 1805. Upon the death of his father in 1821, he came to Raleigh and entered the drug-store of Randolph Webb as a clerk. He applied himself with such faithfulness and diligence that four years thereafter he became a partner in the business, and two years later purchased the entire interest of Mr. Webb. He afterwards admitted to partnership the late Dr. F. J. Haywood, an eminent physician, thus founding the noted drug-house of Williams & Haywood; which for fifty-seven years has been favorably known to nearly every one in the State.

In 1835, Mr. Williams was elected by the magistrates of Wake as Clerk of the County Court, being re-elected to that position in 1836 by the people. At the expiration of his second term he declined a re-election.

In 1853 he withdrew from the drug business, and was succeeded by his brother, Mr. J. Ruffin Williams, who still conducts it at the old stand. In 1854, Mr. Williams engaged in the dry goods trade with the late Thaddeus McGee, which association successfully continued until interrupted by the war in 1862.

His career as a bookseller began in 1867, and in 1879 he admitted as a partner Eugene G. Harrell, a native of Greenville, Pitt county, who had been for some years a trusted clerk in the store. Under sagacious direction and management, this book establishment, begun eighteen years ago on a small scale, has developed into the gigantic house of to-day, which is probably better known throughout the State and country than any other business firm in North Carolina.

And now, at the age of eighty, after sixty-four years of active business life, still in good health and with unimpaired intellect, having acquired a competency for himself and family, Mr. Williams retires from business to enjoy that rest and quiet to which he is so justly entitled.

In addition to his large business at Raleigh, Mr. Williams is also engaged in extensive farming operations in the South. In 1836 he purchased lands in Alabama and went in person annually for thirty years thereafter to look after his planting interests, and as

there were no railroads in those early days, he was forced to make the trip by private conveyance, and once on horseback, requiring thirteen days. Nor were these trips free from danger, as his way lay through the settlements of several Indian tribes, who were often hostile to the whites.

In 1865, Mr. Williams was residing on a farm six miles west of Raleigh. It was here he was seized by a party of Federal soldiers, just at the close of the late war, who placed a rope about his neck and drew their pistols, threatening instant death if he refused to give certain information in his possession. He calmly and deliberately refused to accede to their demands, and so impressed them by his undaunted courage that they desisted and released him. These incidents serve to illustrate the indomitable will, perseverance and dauntless spirit which have contributed in so great a measure to his success in life.

Mr. Williams has been twice married. In 1829 to Caroline Eliza King, daughter of B. S. King, for many years Clerk of Wake County Court, and a granddaughter of John King, an Englishman who, with nine others, composed the Methodist Conference at Philadelphia in 1773, the first meeting of the kind ever held in America. One daughter by this marriage survives, the wife of Dr. E. Burke Haywood, one of the most distinguished physicians and surgeons in the South. He was again married July 24, 1850, to Mrs. Sarah A. Stone (widow of David A. Stone), who is a most estimable lady, noted for her enlarged sympathies and many Christian virtues.

Mr. Williams is an honored and consistent member of the First Baptist Church, Raleigh, and though entering the "four-score" period of his life, he is one of the most regular attendants on all its services, at the same time taking an active interest in every department of Christian beneficence.

The "North Carolina Book and Publishing House," in which Mr. Williams has erected for himself the proudest and most lasting monument to his business character and to the integrity of his name, will be conducted by his successors on the same line of business policy which was inaugurated and so long followed by its eminent founder.

What a lesson of encouragement to the youth of the land we find in the career of Alfred Williams! Beginning life without the influence of money or the aid of a finished education, we see him launching forth in business at the age of sixteen, and retiring at eighty, having been in turn a successful druggist, public officer, dry goods merchant and bookseller for sixty-four years. By industry, promptness and undeviating integrity he has won the confidence and esteem of all who have been brought in contact with him. His name everywhere is a synonym of honesty and fair-dealing, and such a record is more prized by him and his friends than all his other possessions.

OUR SUMMER NORMALS.

WINSTON.

His Excellency, Gov. Scales, having appointed Messrs. C. H. Wiley, Jas. A. Gray and W. A. Whitaker, Commissioners of the Winston Normal School, they met and elected Prof. J. L. Tomlinson Superintendent and Prof. C. D. McIver Assistant Superintendent and Secretary. The day of opening has not been fixed, but will probably be about July 1st. The citizens of Winston are taking steps to make this the leading Normal of the State. The *Sentinel* says: "The attendance is bound to be large, on account of the established reputation Prof. Tomlinson has as a Normal organizer; on account of the location of the school, so many people having a curiosity to visit Winston-Salem and look at her manufactories and the other interesting objects she has to show to the sojourner; and on account of the magnificent graded school building in which the Normal will be held, and of which so much has been said and written that every teacher in the State will be glad to see it."

NEWTON.

Prof. M. C. S. Noble, Superintendent of the Wilmington Graded Schools, has again been selected as Superintendent of the Newton Normal School, which will begin July 1st. The great success enjoyed by this school last year under the management of Prof. Noble will insure a good attendance at this term.

BOONE.

The Local Board of Directors has chosen Hon. John C. Scarborough, late State Superintendent of Public Instruction, as the Superintendent of the Boone Normal School. The school will open on the 8th of July. The board has numerous applications for positions, but decided to make no selection of teachers without consulting Mr. Scarborough, whose address is Raleigh.

ASHEVILLE.

Gov. Scales has appointed Messrs. H. A. Gudger, D. T. Mallard and Thos. Van Gilder, Commissioners of the Asheville Normal School.

Prof. E. P. Moses, Principal of the Goldsboro Graded School, has been selected as Superintendent of the Asheville Normal, with Miss Olivia Millard, of Goldsboro, Prof. Ben Atkins and Miss Mollie Goodloe, of Asheville, as assistants. The Normal will open July 1 and close July 31. It will be held in the Asheville Female College, and preparations are being made to secure cheap board and quarters for teachers who attend.

We have endeavored to obtain information in regard to the Normal Schools to be held at Wilson, Elizabeth City and Washington, but up to the time of going to press we have heard nothing from them. The Normal Schools have been arranged to open after July 1st this season, so that the teachers who attend the North Carolina Teachers' Assembly, at Black Mountain, may have the opportunity of spending some time at the Normals. This is a wise plan, and we hope that a very large number of teachers will take advantage of these opportunities offered for their improvement.

EDUCATIONAL NOTES.

YADKIN MINERAL SPRINGS INSTITUTE, Stanly county, has forty-three boarding scholars.

THE CITIZENS of Pigeon Valley, Haywood county, have organized an educational association.

THE PUBLIC SCHOOLS of Forsyth have nearly all closed. The teachers report a fair average attendance.

LICK CREEK ACADEMY, Davidson county, of which Rev. J. H. Booth is Principal, has a neat new academy building.

TWENTY-FOUR young ladies will graduate this session from Salem Female Academy—the largest number for many years past.

SUBSCRIPTIONS are being solicited for the endowment of a Chair of the Christian Religion and Church History at Davidson College.

THE PEOPLE of Concord, Cabarrus county, will, on the 11th of May, vote on the question of the establishment of a graded school at that place.

TABLE ROCK, Caldwell county, will soon have a new academy under the management of one of the most efficient and successful teachers in the State.

THE POPLAR TENT FAIR ASSOCIATION, of Cabarrus county, has received a number of applications for principal, and expect soon to open their academy.

THE PLYMOUTH STATE NORMAL SCHOOL (colored), Rev. John W. Pope, Principal, reports an enrollment of 105 teachers, representing seven Eastern counties.

ALBEMARLE ACADEMY is now enjoying a most prosperous term. The enrollment is greater than ever before. Rev. Jethro Rumple, of Salisbury, delivers the annual address.

THE SOCIETIES of Oak Ridge Institute, Guilford county, have just fitted up their halls with new carpets, curtains, &c. We are pleased to note these evidences of enterprise and success.

THE PEOPLE living near McBride's Mills, Watauga county, held a public meeting on the 26th of March and made arrangements looking to the establishment of a school of high grade in their midst.

THE STATE BOARD OF EDUCATION, which has in charge 1,500,000 acres of swamp lands, has elected General Gaston Lewis as engineer, and has decided to reclaim the lands at once by canaling them.

ST. AUGUSTINE'S NORMAL SCHOOL AND COLLEGIATE INSTITUTE, of Raleigh, is about to erect a new building for the accommodation of male boarders, and will soon begin a new school building to cost \$10,000.

FINLEY HIGH SCHOOL, of Hickory, Catawba county, is doing well. By the way, we note that one of its old pupils who has just completed a successful term in the State Senate has been honored with the appointment of State Solicitor.

THE CAPE FEAR ACADEMY, under the principalship of Prof. Washington Catlett, is in a most prosperous condition. Eighty-one pupils enrolled and the institution well supplied with philosophical apparatus, library, maps, globes and charts.

THE WAYNESVILLE HIGH SCHOOL, under the skilled management of Prof. T. W. Noland, is in a highly prosperous condition. The *News* says of it: "The interest taken in it by Mr. Noland, the Principal, his teachers and the community at large, insures continued success."

THE WILLIAMSTON ACADEMY was chartered seventy years ago. New buildings have been recently erected, complete and modern furniture added and the academy is enjoying a season of unusual prosperity. Rev. Oscar Hightower is Principal, and he is assisted by Miss Cloe Biggs.

KINSTON COLLEGE has a staunch, solid patronage, representing fifteen counties of the State. One hundred and fifty-six students are enrolled for the term, including some from Virginia and Florida. The Commencement Address is to be delivered by Col. John N. Staples on June 4th.

MOUNT VERNON SPRINGS ACADEMY, Chatham county, has ninety pupils enrolled. In this prosperous school there are five instructors—three males, two females. Two Literary Societies, one for the boys and one for the girls. The village is steadily improving. Two new stores have recently been opened. The houses are all occupied, and the citizens are adorning and improving their premises.

THE DURHAM GRADED SCHOOL is one of the most popular and successful schools in the State. Its officers and teachers are as follows: Superintendent, Prof. E. W. Kenneday; Teachers—First Grade, Miss Bessie Fanning; Second Grade, Miss Eva Cox; Third Grade, Miss Marion Fuller; Fourth Grade, Miss Lula Freeland; Fifth Grade, Miss Dora Fanning; Freshman Class, Prof. E. D. Monroe; Junior and Senior Classes, Prof. T. J. Simmons.

PHYSIOLOGY AND HYGIENE.


County Superintendents and public school teachers are hereby notified that on and after the second Thursday in October next examination will be required on Physiology and Hygiene. The State Board of Education will, at an early day, recommend a text-book on this subject, and publication will be made so that all may know what book is recommended, where it may be obtained and the price agreed upon. Any teacher desiring to be examined at any earlier day than the second Thursday in October may be examined on any of the regular days indicated in the law. Let all prepare and be examined as soon as possible.

Very respectfully,

S. M. FINGER,

Superintendent of Public Instruction.

RALEIGH, April 20, 1885.

 The State press will confer a favor by copying.

IN THE SCHOOL-ROOM.

GEOGRAPHICAL CHARADE—NORTH CAROLINA.

BY MRS. M. B. C. SLADE.

Scene I.—North.

[*Four Girls*, with arms uplifted and extended, advance to the front of the stage. Each, at the closing word, "there!" points directly *North*. Speak slowly and distinctly.]

First G. Eternal waste of ice and snow beams there!

Second G. The midnight sun, with lurid glow, gleams there!

Third G. See phantom armies of the skies clash there!

Fourth G. See cynosure for seamen's eyes flash there!

Scene II.—Carol.

[The same Girls sing, emphasizing *Carol* whenever it occurs. Any familiar tune.]

Carol loud, and *Carol* clear,

Carol your devotion

To the home to us so dear,

Between the hills and ocean.

Carol loud, and *Carol* sweet,

Carol, sons and daughters!

Fairer home no eye can greet,

From mountains to the waters.

Scene III.—Line.

[Arrange a straight line of scholars in front, and a curved line behind them. Each line recites in concert.]

Straight Line. "Straight is the *line* of duty.

Curved Line. Curved is the *line* of beauty.

Straight Line. Follow the first, and thou shalt see,

Curved Line. The last will surely follow thee!"

[In reciting the third line, let the *Straight Line* march on; and in reciting the fourth, let the *Curved Line* march on and into the steps of the *Straight Line*.]

Scene IV.—A.

[Arranged in a framed Tableau, *North Carolina*, a young lady in national colors, holding a shield with the Arms of North Carolina. (See Webster's Unabridged, page 1755.) This is covered while another girl recites:]

Ah! let me show you a lovely face!

Ah! let it speak of a brave, old place!

Ah! let it tell you where Freedom woke!

Ah! let it tell you where first she spoke!

Scene V.—North Carolina.

[She unveils the figure. The audience look upon it as a tableau. She recites:]

Hark! the face a voice hath found!

Listen to its silver sound.

North Carolina recites:

From Mecklenburg a voice went out,

A hundred years ago—a shout

That cried, My sons are free!

The Old North State was first to take

Her stand for Right, for Freedom's sake,

Their champion to be!

"Who am I?" I display my shield;

Behold, upon its ample field

Freedom, with plenty nigh.

Follow the first, and thou shalt see,

The last will surely follow thee!

Now tell me, Who am I?

All respond: NORTH CAROLINA. (Scene closes by all the class singing joyfully and with emphasis our state song, "Ho! for Carolina," the boys alone singing the *fourth* stanza and the girls alone singing the *fifth* stanza. The words should be uttered with distinctness and expression.)

MUSIC IN A NUTSHELL.

A, B, C, D, E, F, G,
Say the letters after me;
Then again, begin with A,
Bid them all again good-day;
Seven said, and you are done;
Now you know them, every one.

Notice now the high, black keys,
First the *twos* and then the *threes*;
These are little hills, you say—
Yes, the sharps and flats alway;
They are sharps when up you go;
Sliding down, they're flats, you know.

Put your finger now on C.—
That is right—below the D;
D's between the *two* black keys,
G and A within the *threes*.
When you learn them all by heart,
I shall think you pretty smart.

B must be below the C's,
Both above the three black keys;
But below the two black keys;
Ready for your merry trills,
All the E's and F's do dwell—
Now you know your lesson well.

—Selected.

BE THOROUGHLY in earnest and your energy and spirit will cause interest and enthusiasm in the class.

THINGS TO TELL PUPILS.

THE LONGEST bridge in the world crosses Lake Pontchartrain at New Orleans. It is twenty-two miles in length.

THE BIGGEST NUGGET.—How gold came to be distributed over the surface of the earth is one of the unsolved problems of modern science. It has been found on the surface in nearly all portions of the globe. In the time of Julius Cæsar the savage inhabitants of the British Isles wore golden ornaments made of the precious metal found near the river beds. Columbus, it will be remembered, discovered great quantities of gold on the West Indian islands from sources which have long been exhausted. The day of placer diggings on the Pacific Coast is also over. Probably the only gold fields left to-day are in Africa. Undoubtedly this surface gold was washed out of the rocks from the mountainous country in which the streams took their rise. A record has been kept of the large masses of gold called "nuggets," found in the various streams in California. In 1860 a nugget weighing 1,596 ounces was taken from the Monumental Mine, Sierra Buttes, the value of which was estimated at from \$21,000 to \$30,000. Another great nugget, worth \$22,000, was taken from the Rainbow Mine, Chipp's Flats, in 1881; in 1858 a nugget was found in French Ravine, weighing 532 ounces, worth \$10,000. In the same ravine, in 1851, a nugget of 436 ounces was found, worth \$8,000. Many other nuggets have been found from time to time, worth from one to five thousand dollars. Undoubtedly these great blocks of gold were washed down from formations similar to the famous Comstock, which, it may be interesting to note, has now yielded over \$300,000,000 in gold and silver. There are, no doubt, in the vast mineral regions of the West hundreds of Comstocks yet to be discovered. While there is little more surface gold, the sources from which it came in the Sierra and Rocky Mountains are as yet untouched. The United States has the greatest bullion mines in the world, so far as known; indeed, we produce to-day more than half the precious metal found on the face of the globe.

NORTH CAROLINA TEACHERS' ASSEMBLY.

THE "CHAUTAUQUA" held at Waynesville last summer was the first educational gathering of the kind ever seen in the South. Since that time many of our sister States have organized similar meetings, but North Carolina teachers wear the laurels as leaders of this great educational movement.

EVERY COUNTY SUPERINTENDENT in the State who desires to advance the educational interests of his county ought, by all means, to attend the Assembly, as new and practical ideas will be there developed and discussed which will be of very great interest and importance to them in their work.

HAVE YOU secured your "Certificate of Membership" from the Treasurer? Do not delay this important thing until you are almost ready to take the train, as you will need the certificate in purchasing the Assembly ticket at your railroad station. The Treasurer's address is R. S. ARROWOOD, Concord, N. C.

THE EXCELLENT "Teachers' Bureau" will be a most valuable feature of the Assembly. This department will be organized at the beginning of the session and will assist all teachers who may desire situations, and it will aid school officers and committees in obtaining good teachers. Any person needing a teacher for the fall term should address an application to "Teachers' Bureau, Black Mountain, N. C.," stating qualifications desired and salary to be paid, also any other matters of importance, and the application will have prompt and careful attention. Teachers who want schools should give their names to the Bureau at an early day, so that they may be properly entered and classified. State your qualifications as fully as possible, also how much experience you have had in teaching, and mention the religious denomination with which you may be connected.

How we shall enjoy the pleasant "hand-shaking" with our "Chautauqua friends" of last summer! The coming session of the Assembly will seem but the delightful reunion of a great family of sympathetic and congenial co-laborers, and as we again listen to the enthusiastic and encouraging words of Reinhart, Wright, Smith, McIver, Branson, Arrowood, Faucett, Starnes, Morson, Anderson, Gilliam, Williams, Weatherly, Frazier, Cobb, Misses Woodward, Goodloe, Pescud, Marshall and hosts of others, it will almost appear that this session is but a continuation of last summer's enjoyable meeting after but a short recess. And how we shall rejoice in the many pleasant new acquaintances to be formed with fellow-teachers throughout the State and educational leaders from abroad! If North Carolina does not advance several steps in educational work during the next year the blame will certainly not rest with her teachers.

THE FOLLOWING rates of fare have been made for the Assembly tickets for the round trip: New Bern \$11.00; Kinston \$10.10; LaGrange \$9.80; Goldsboro \$9.20; Wilson \$10.65; Magnolia \$11.35; Rocky Mount \$11.65; Enfield \$12.75; Tarboro \$12.85; Wilmington \$12.50; Raleigh \$8.50; Durham \$8.25; Chapel Hill \$8.50; Greensboro \$8.00; Salisbury \$6.30; High Point \$7.75; Henderson \$10.75, Wake Forest \$9.70; Charlotte \$8.00; Concord \$7.75. The tickets will be on sale June 9th and 16th, and you cannot go on any other days at the special rate. The session will begin at Black Mountain on the 11th of June at 10 o'clock. Tickets are good for forty-five days from day of sale, and will permit the holder to return on any train and stop over at any points desired. The limit of the ticket is sufficient for you to attend the Assembly and then spend a month at any of the normal schools, and the entire railroad fare will then, in many cases, be less than simply a ticket to the normal without the trip to the Assembly. Have your baggage checked through to Black Mountain from the point where you take the train. There will be no change of cars at Salisbury. Persons wanting a sleeper should write at once to E. G. Harrell, Secretary, at Raleigh, in order that it may be secured in advance.

EDITORIAL.

SOME TEACHERS.

There are some teachers who expect to secure the best schools that are to be had; they expect the largest salaries that the State permits or that a school committee will pay; they expect to receive the highest applause and appreciation of their work. They will not, however, attend any meeting of their county teachers' association or institute; they will not visit a normal school, nor read an educational journal, nor study any work on teaching; they will not go to any great gathering of their fellow-teachers, that they may get some new ideas or methods which will enable them to teach with more pleasure and success. They are utterly indifferent to everything except securing a school and drawing the salary, and then they try to repose upon the consciousness of having given "value received" for the trust confided to them by patrons and school committees! Is this right? Is this honest to yourself and to your patrons? You may be so thoroughly competent that you have no need for the aid given by educational journals, books upon teaching or lectures from other and more experienced teachers, and we sincerely hope this may be the case with you, but if you cling to such a delusion in this age of educational progress, we fear that you will "wake up" some day to find that your school has been given to some more ambitious teacher; one who does not feel quite so competent as you do, but who wants to be equal to the best and is constantly studying and working to this end. The State is spending a large amount in aiding the summer educational gatherings to provide the very best means for training and teaching her teachers, and patrons of schools expect those in whose charge the children are

placed to take advantage of every opportunity for improvement which may be offered. Think of these things, teachers, because they are of the greatest importance to you.

WOULD YOU like for your friends and co-laborers throughout the State to know how your school is succeeding? Do you desire to let the public know that you are still in the profession and are trying to build up our educational interests? A postal card would bring this information to us if you will take five minutes to write it. THE TEACHER wants to help you in attaining greater success in teaching—will you let it do this?

THE COUNTY BOARDS OF EDUCATION, which are soon to be chosen by the magistrates of each county, are very important parts of our successful educational machinery. A good board will be of the greatest benefit to the schools, while an inefficient one can wreck the schools of a county. See to it, county superintendents, teachers and all friends of education, that none but the best men are chosen for your Board of Education, and the time which you may give to securing the right appointments will repay you a thousand fold in better schools and better teachers.

THE SCHOOL LAW now requires all teachers in the public schools to be examined upon "Elementary Physiology and Hygiene." The law claims that teachers ought to be informed in the general laws of health and ventilation, hence this provision in the bill. There are quite a number of easy elementary textbooks upon this subject, a short, careful study of any of them will give considerable information. The admirable illustrated lecture by Dr. Lewis at the Teachers' Assembly this summer, and the discussion which is to follow, will be of very great value to teachers who are to be examined. The State Board of Education, at an early meeting, will select some particular books upon this subject and recommend them for use in all the public schools. The price will be made very low for first introduction and it is very desirable that teachers adopt the book at once. Messrs. Alfred Williams & Co., Raleigh, will supply the books at introductory prices.

IF YOU HAVE opened a new school, notify us; if you have built a new school-house, notify us; if you have a prosperous school, notify us; if you have changed your location, notify us; if a teacher in your vicinity has married, notify us; if a teacher has died, notify us; if you have adopted any new methods, notify us; if you have engaged a new teacher, notify us.

ABOUT OUR TEACHERS.

MISS KITTIE HERMAN is teaching at Suggville, Greene county.

MR. H. T. SPEARS has taken charge of the Academy at Lillington.

MISS M. M. WIKE is teaching near Shull's Mills, Watauga county.

MISS MAMIE HERMAN has a school at Willow Green, Greene county.

MISS E. J. MCFARLAND is teaching at Oak Lawn, Richmond county.

MISS NANNIE LATHAM is teaching near Fountain Hill, Lenoir county.

MRS. L. A. HOCKADAY has a good school near Grissom, Granville county.

MR. J. B. JOHNSON has been teaching at Watauga Church, Watauga county.

PROF. E. A. REED is Principal of Sandy Mush High School, Buncombe county.

REV. B. G. MARSH has over seventy pupils in his school at Troy, Montgomery county.

MISS BESSIE EASLEY, of Guilford, has charge of the Academy at Apex, Wake county.

MISS ALICE PELL is teaching music in the Academy at Mount Olive, Wayne county.

PROF. EMILE DESCHWEINITZ, late of the University faculty, has gone to Germany.

MR. W. R. HARRIS has sixty pupils enrolled in his school at Ophir, Montgomery county.

MISS BETTIE WHITE and sister have a flourishing school at Belvidere, Perquimans county.

MRS. R. H. LANE has been engaged as teacher of music in Aurora Academy, Beaufort county.

MISS E. F. HENRY, of Davenport, has been visiting relatives at Raleigh during the Easter holidays.

MISS MARY M. DAVIS, of Louisburg, has a school of forty-two pupils at Arcola, Warren county.

MISS MAGGIE McDOWELL, of Raleigh, has been chosen as one of the faculty of Boone Normal School.

ALBEMARLE (STANLY COUNTY) ACADEMY, Prof. W. H. Spinks, Principal, is in a flourishing condition.

MR. W. H. McNEILL, of Cumberland, has opened a private school at Townsville, Granville county.

MISS MINNIE M. MARTIN has taken the position of Principal of Sandy Ridge Academy, Stokes county.

REV. J. D. HUFHAM, D. D., will deliver the Annual Address before Warsaw High School on May 21st.

MISS MAMIE McCALEBB, who has been teaching in Wake county, has returned to her home in Mississippi.

MISS MARTHA MILLS has a very good school of about thirty scholars near Thomasville, Davidson county.

MR. S. A. ALEXANDER has just closed a very successful school term at Rock Rest Academy, Chatham county.

MISS LUCY FLOYD, a well-educated young lady, has a very good school at Mr. L. L. Green's, in Watauga county.

MISS LOU MORGAN has opened a school at Peru, Haywood county, which promises to have a large attendance.

MR. J. HENRY THORPE, who has been teaching in Iredell, is now a pupil at Cross Roads Academy, Yadkin county.

PROF. J. B. NEWTON, a thoroughly competent and progressive teacher, has a good school at Aulander, Bertie county.

MR. T. M. GEORGE, Principal of Cross Roads Academy, Yadkin county, has an enrollment of one hundred and ten pupils.

REV. GEORGE W. GREENE, Principal of Moravian Falls Academy, Wilkes county, has a large and prosperous school.

REV. T. U. FAUCETT, Principal of Milton Female Seminary, and a Chautauquan of '84, gave us a pleasant call a few days since.

MR. NEWBERRY has charge of the public school at Columbia, Tyrrell county, and has just moved into a new school building.

PROF. McEWEN, late of Elk Knob Academy, Watauga county, has opened a ten months' school at Mt. Bethel, Caldwell county.

W. A. BLAIR, A. M., Principal of the High Point School, has one hundred and fifty-three names on his roll of pupils this session.

MR. L. R. CARROLL will take charge of the school at Warsaw, Duplin county, and will rebuild on the site of the house recently burned.

PROF. H. H. WILLIAMS, of Trinity College, will spend his summer vacation in Germany. He will sail for Europe about the last of May.

DR. S. S. EVERITT, brother of Miss Fannie Everitt of Statesville, died in Mississippi on the 16th inst. THE TEACHER extends sympathies.

MISS A. E. STANLY, of Lebanon, Columbus county, who has been teaching for some time, has entered as a student at Chadbourn Academy.

MR. W. P. WHITE, who has just opened a public school at Haw River, Alamance county, paid us a pleasant visit on the 30th of March.

MISS MAGGIE HENDERSON, a graduate of the Pennsylvania State Normal School, is teaching at Locust Level Academy, Cabarrus county.

MR. D. S. KENNEDY, of Warsaw High School, is about to remove to Littleton, Halifax county, where he will take charge of an academy for boys.

MR. S. B. TURRENTINE, Principal of Union Academy at Lambsville, Chatham county, has about ninety pupils enrolled, and is building up a fine school.

REV. W. M. KENNEDY, of the Warsaw High School, will soon remove to Littleton, Halifax county, and enter fully into the ministry of the Baptist Church.

MR. Z. I. WHITFIELD, who has been teaching in Pitt and Robeson counties, is preparing himself for greater usefulness at Vine Hill Academy, Scotland Neck.

PROF. A. J. MCALPINE, Principal of the Raleigh Centennial Graded School, has been quite sick from erysipelas. We are pleased to say he is convalescent.

MR. S. M. GATTIS has a prosperous school at Rome, in Johnston county. The term closes May 1st, and Mr. E. W. Pou, Jr., of Smithfield, delivers the annual address.

REV. DR. CHARLES F. DEEMS, of New York, formerly a professor in our University, and also President of Greensboro Female College, lectured in Raleigh a few days since.

PROF. E. P. MOSES, Principal of the Goldsboro Graded School, will deliver an address at the Assembly which will be of great interest and importance to North Carolina teachers.

MR. R. S. POWELL is Principal of the Male and Female English and Mathematical School at Ruffin, Rockingham county. His school is well-supplied with modern appliances.

REV. J. W. PINNIX has just closed a most successful term of the public school at Kernersville, Davidson county. He has been teaching twenty-four years, and is highly spoken of as an educator.

PROF. S. C. LINDSAY, Principal of Kernersville High School, has, we regret to learn, been compelled to quit the school-room on account of ill health. He hopes soon to be able to resume his work.

MISS NORA KING, who has been teaching in the Female Seminary at Gordonsville, Va., has, in consequence of the death of the principal of that institution, returned to her home at Wilson, N. C.

MR. W. H. P. JENKINS, the efficient Superintendent of Public Instruction for Granville county, has been stirring up the brethren over the border by delivering an educational address at Franklinton.

MR. W. A. LONG, of Buncombe county, has charge of School Creek Academy, near Quallatown, Jackson county. He has an enrollment of seventy-five active pupils, and steps are being taken to erect a larger school building.

MISS MAMIE SHAW, of Maysville, S. C., has accepted a position as teacher in the Laurinburg Female Institute. We are pleased to hear that the increased patronage of the school required the employment of this additional teacher.

DAVENPORT FEMALE COLLEGE, under the able management of Prof. Will H. Sanborn, is doing well, and the prospects for the next session are very encouraging. Additional buildings are required and will be erected this summer.

MISS ALICE C. PAGE, owing to the death of her mother, has resigned her position as teacher of the Sandy Ridge Academy, Stokes county, and returned to her home at Morrisville. Her students adopted resolutions highly complimentary to Miss Page, and tendering their sincerest condolence in her bereavement.

REV. A. KIRKLAND, Superintendent of Public Instruction for Columbus county, has opened a training school at Whiteville, in which teachers will be properly trained for the work of teaching, and will receive that instruction which will enable them to obtain higher grade certificates and better pay. Mr. Kirkland is a thorough scholar and has given the subject of common schools much thought and attention.

MR. E. Y. PERRY, Principal of Hookerton Male and Female Academy, writes that he has moved into a new and commodious school building just completed at a cost of \$1,500. He has a full school, with fine prospects for an increased attendance next session. The people of Hookerton are wide awake upon the subject of education, and are determined to build up a school that will rival any in the State. Mr. Perry can accommodate one hundred boarders next session.

TEACHERS' BUREAU.

[THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

POSITION WANTED.

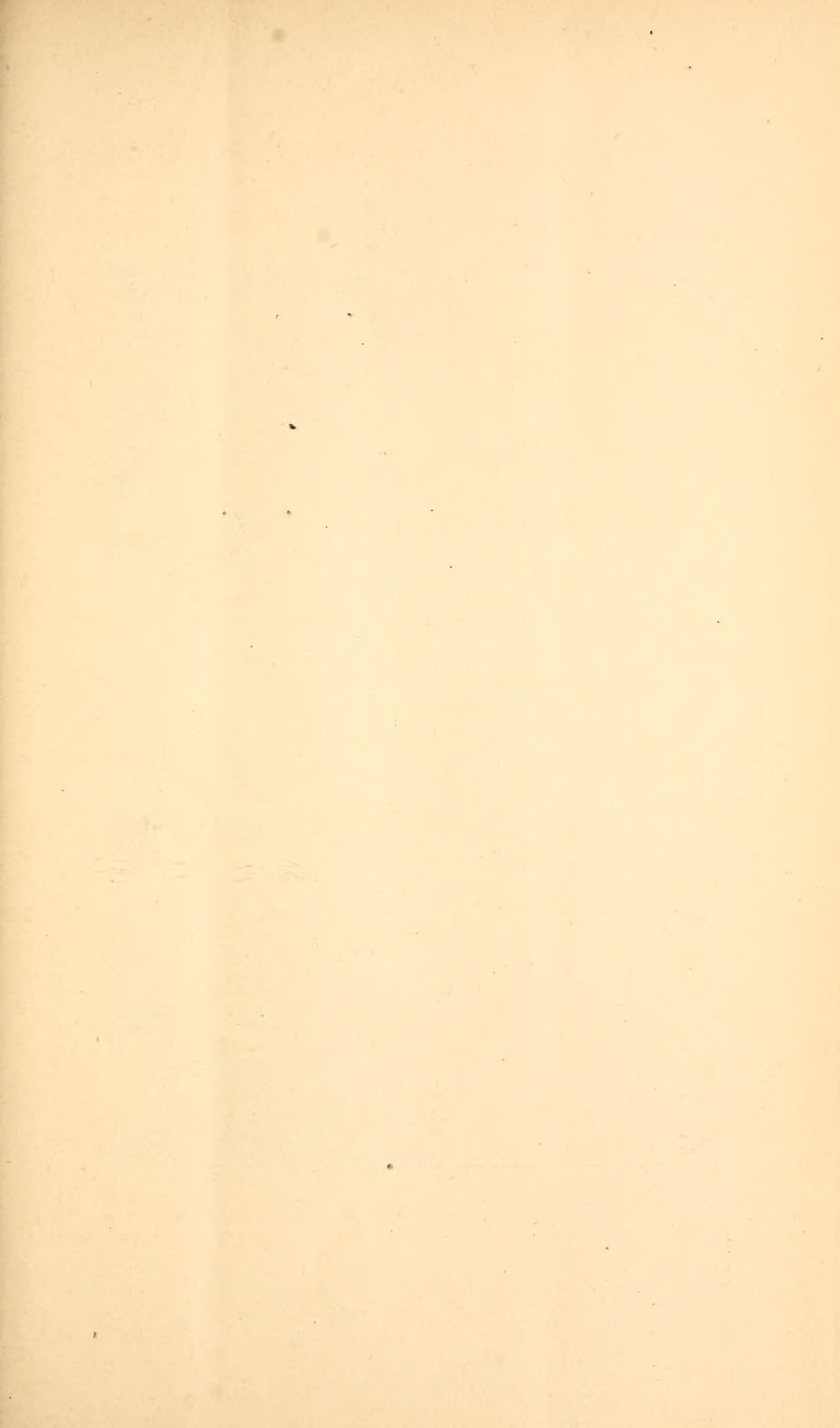
53. A good colored teacher wants a school to begin about June 1st. Six years' experience, and can give first-class testimonials. Address W. F. Davis, Manson, North Carolina.

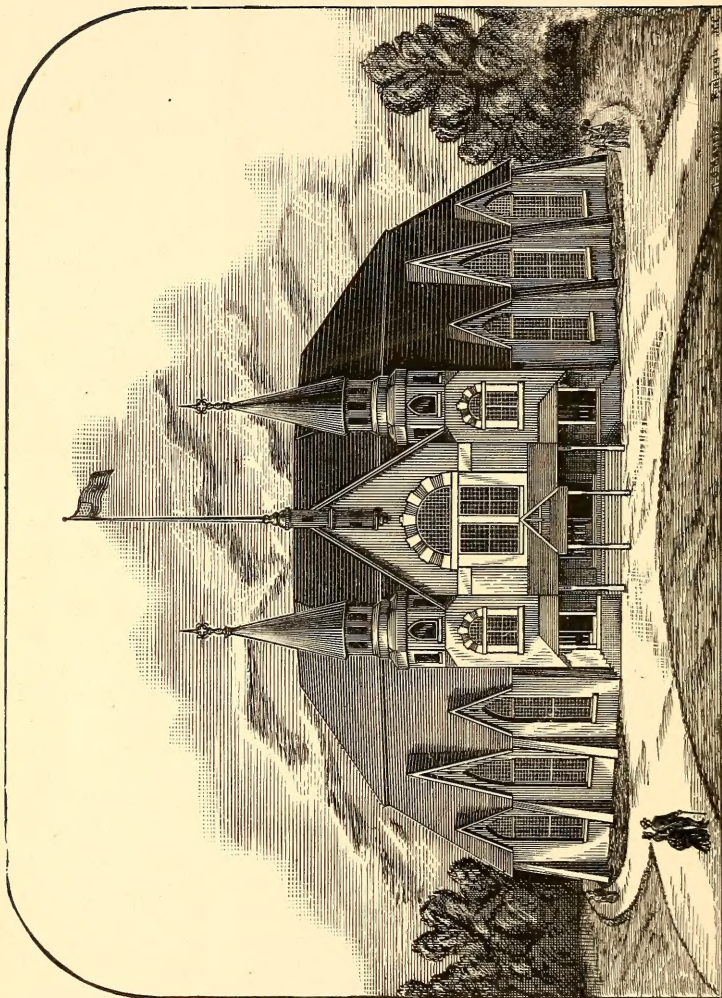
TEACHERS WANTED.

A teacher of vocal and instrumental music in a school of high grade in Eastern North Carolina. Salary, six hundred dollars per session of ten months. A gentleman preferred. No choice in regard to religious denomination.

The Raleigh School Board will elect a City Superintendent of Schools about May 5th. Applications may be sent at once to T. H. Briggs, Jr., Secretary, Raleigh, N. C.

The Trustees of the University of North Carolina will hold a meeting, probably in June or early in July next, for the purpose of electing the following officers, viz.: 1, a Professor of English Language and Literature; 2, a Professor of French and German; 3, a Professor of the Theory and Art of Teaching (Pedagogics); 4, a Professor of Agricultural Chemistry and Mining; 5, an Assistant Professor of Pure Mathematics; 6, an Assistant Professor of Economic Geology, Botany and Entomology; 7, an Assistant Professor of Physics and Engineering. Those desiring to compete for the positions should forward their testimonials by the 1st of June to Hon. Kemp P. Battle, LL. D., President, Chapel Hill, N. C.





UNIVERSITY MEMORIAL BUILDING.

JUST COMPLETED AT A COST OF NEARLY \$40,000. THE LARGEST AND FINEST AUDITORIUM
IN THE SOUTH. SIZE, 136 X 138 FEET.

THE
North Carolina Teacher.

VOL. II.

RALEIGH, MAY, 1885.

No. 11.

SWANNANOA.

BY A GENTLEMAN FROM CHARLESTON, S. C.

Swannanoa, nymph of beauty,
I would woo thee in my rhyme;
Wildest, brightest, loveliest river,
Of our sunny, southern clime!
Swannanoa, well they named thee,
In the mellow Indian tongue;
Beautiful* thou art, most truly,
And right worthy to be sung.

I have stood by many a river
Known to story and to song,—
Ashley, Hudson, Susquehanna,
Fame to which may well belong;
I have camped by the Ohio,
Trode Scioto's fertile banks,
Followed far the Juniata,
In the wildest of her pranks,—

But thou reignest queen forever,
Child of Appalachian hills,
Winning tribute as thou flowest,
From a thousand mountain rills.

* Swannanoa,—the Cherokee,—is translated "Beautiful."

Thine is beauty, strength-begotten,
Mid the cloud-begirded peaks,
Where the patriarch of the mountains,†
Heavenward far thy waters seeks.

Through the laurels and the beeches,
Bright thy silvery current shines,
Sleeping now in granite basins,
Overhung by trailing vines,
And anon careering onward,
In the maddest frolic mood,
Waking, with its sea-like voices,
Fairy echoes in the wood.

Peaceful sleep thy narrow valleys,
In the shadow of the hills;
And thy flower-enamelled border,
All the air with fragrance fills;
Wild luxuriance,—generous tillage,—
Here alternate meet the view;
Every turn, through all thy windings,
Still revealing something new.

Where, oh! graceful Swannanoa,
Are the warriors who of old
Sought thee, at thy mountain sources,
Where thy springs are icy cold,—
Where the dark-browed Indian maidens,
Who their limbs were wont to lave
(Worthy bath far fairer beauty),
In thy cool and limpid wave?

† The Black Mountain,—in which the stream has its source,—where our Teachers' Assembly meets this year.

Gone forever from thy borders,
But immortal in thy name,
Are the red men of the forest!
Be thou keeper of their fame!
Paler races dwell beside thee;
Celt and Saxon till thy lands,
Wedding use unto thy beauty,—
Linking over thee their hands.

[For the North Carolina Teacher.]

“WRIGGLES.”

BY MISS MAGGIE McDOWELL, RALEIGH GRADED SCHOOL.

A queer heading for an article connected with education, yet it is a subject of momentous importance to both teachers and pupils; for this thing of wriggling is a source of great annoyance to the teacher, and of great censure and suffering to pupils. Action has ever been significant of life, inaction of stagnation and death; not only in the physical, but also in the moral and scientific world. When the physician fails to discover any action of the heart and its accompanying vital organs, the body is pronounced dead, and however fair in form and features, like salt that has lost its savor, it is committed to the earth, to be trodden under foot by the thoughtless, careless multitude.

A faith without works is a dead faith; a sea without its billows is a dead sea; a world without its stormy winds and lightning's flash would be a dead world; and a child without his squirms and wriggles must be a dead child, possibly not physically, but certainly mentally. We look upon the storm, the whirlwind, the tempest and the volcano as mighty forces in nature's economy, working together to clear our physical world of its scum and filth. May not this volcanic, tempestuous wriggling of our little ones result from the efforts of their young

ideas to penetrate and disperse mental scum? If so, should their wriggling be repressed? Would it be wise to attempt to rid ourselves of the noise and inconvenience of volcanoes by filling up their mouths? Should we not by scattering and directing, utilize this great mental energy?

You may laugh and ridicule this comparing a child with a volcano, but the human mind is a grand, a glorious, an awful thing. Victor Hugo said of Napoleon, that his brain contained the cube of human faculties, and so immense was his will power that it could subdue the learned Assembly of France and drive them out of the Senate, like so many dogs, by brandishing a cudgel. Is the day of Napoleon passed? Why not use the power in the restless hands and feet of the little ones as a steam propeller for packing numeration and notation, addition and subtraction into their knowing craniums? In spelling, and form too, I find the hands and feet almost indispensable to the life and interest of these tasks. But do not these feet and tongues and hands, when all going together, make a great deal of noise and grate on the ear of the tired teacher? And oh! if company should come in! Does a bright, buoyant, happy boy make no noise in the corridors of his home? And yet, what would that home, however attractive otherwise, be without his noise! Is the school-room built for the teacher, and the children placed there as ornaments for her boudoir; revolving at her pleasure; again stationary, or musical if she desires to please her visitors? My conviction is, that teacher, room, and all it contains, even the visitors themselves, are for the children's use.

Let the little limbs wriggle, and the little tongues clatter, and with proper, conscientious, prayerful care and training, this superfluous energy will wriggle the child into a well-developed, well-balanced, noble manhood or womanhood. Like a tired mother, your nerves will be frequently stretched to the utmost tension, and an aching head will frequently sharpen the accents of the tongue, and thus cause aching hearts, but love on, strive on, pray on; remembering that these perpetual wrigglers are "our past selves, our present care, our future hope, the life, the pivot of the world."

NORTH CAROLINA SCHOOLS.

COMMENCEMENTS FOR 1885.

EDUCATION IN THE OLD NORTH STATE UPWARD AND ONWARD!

ALBEMARLE ACADEMY, Stanly county, will close June 12th. The annual address will be delivered by Rev. Jethro Rumble, D. D., of Salisbury.

ASHPOLE INSTITUTE, Robeson county, Rev. S. Ivy, Principal, closes June 11th. Address by Rev. F. W. Eason, of Fayetteville.

ANSON INSTITUTE, Wadesboro, Prof. D. M. McGregor, Principal, closes June 5th. Rev. N. M. Woods, of Charlotte, delivers the address. There will be a concert at night.

BARNES' SCHOOL, Wilson, will close June 11th. This school is intended only as a high grade for boys who are preparing for business or college. Enrollment limited to thirty. W. S. Barnes, Principal.

BLAIR'S SCHOOL, High Point, W. A. Blair, Principal, closes June 4th. Address by Hon. S. M. Finger, State Superintendent of Public Instruction. Prof. Blair is assisted by Mrs. M. J. Edwards, Prof. A. Blaufuss, G. N. Raper and Miss Alma Richardson. School buildings valued at \$2,500, with 1,000 volumes in library. Enrollment for term 176; 17 preparing for higher courses.

BINGHAM SCHOOL, Orange county, Maj. Robert Bingham, Principal, was established in 1793; has an enrollment of 250 boys. Value of school property, \$30,000. Closes May 29th.

BETHANY SCHOOL, Statesville, Iredell county, Mr. John T. Paris, Principal, Mr. Silas W. Paris, Assistant, closes May 29th. Enrollment 16 males, 27 females; value of building, \$200.

BETHEL ACADEMY, Clover Orchard, Alamance county, Mr. George W. Holmes, Principal, will close May 22d. He reports

a good attendance. Dr. George W. Long will deliver the literary address.

CLAYTON INSTITUTE, Johnston county, Rev. W. C. Nowell, Principal, will close June 12th. Ernest P. Maynard, Esq., of Raleigh, delivers the address.

CENTRAL FEMALE INSTITUTE, Littleton, Halifax county, Rev. J. M. Rhodes (Trinity), assisted by Mrs. J. M. Rhodes and Misses J. Hutchison, L. M. Reeks and V. Boddie, reports an enrollment of 65. The school buildings are valued at \$6,000; improvements for the year \$1,500.

CAPE FEAR ACADEMY, Wilmington, Prof. Washington Catlett (Uni. Va.), Principal, assisted by Mr. P. V. Boner, was established by General R. E. Colston, has steadily increased in numbers for the past eight years and now numbers 81. Will close June 26th.

CHARLOTTE FEMALE INSTITUTE, Rev. W. R. Atkinson, Principal (assisted by Mrs. S. C. White, Misses M. L. Mattoon, E. McGilvary, F. E. Malford, Grace S. Dewey, Mrs. B. L. Dewey, Mrs. E. D. Wallace and Mrs. W. R. Atkinson), has enrolled 125; closes June 10th; address by Hon. F. G. Behre, of South Carolina; sermon by Rev. A. D. Hepburn, D. D. This school was established in 1822. School buildings valued at \$30,000, school apparatus \$700; 200 volumes in library. Can accommodate 160. Seven graduates, with fifty preparing for higher course.

CLINTON COLLEGIATE INSTITUTE, Sampson county, Prof. J. T. Murphy, Principal (assisted by Jean Holtbuer, Miss Mary Seavy and Miss Nannie Shepherd), will close June 10th. Has enrolled 128, with 10 preparing for higher course. Property valued at \$3,000.

CATAWBA HIGH SCHOOL, Newton, Prof. Herbert Ward (Amherst), Principal, closes May 20th. Address by Hon. A. Leazar; sermon by Rev. W. W. Bays.

CANA ACADEMY, Davie county, closes May 22d. Address by Mr. E. E. Raper, Superintendent of Instruction for Davidson county.

CONCORDIA COLLEGE, Conover, Catawba county, closes May 22d. Literary address by Mr. J. M. Leach, Jr., of Davidson county.

DAVIDSON COLLEGE, Mecklenburg county, will close June 10th. Hon. Leroy F. Youmans, of Columbia, S. C., will deliver the address. Rev. T. DeWitt Talmage has also been invited.

DAVIS HIGH SCHOOL, LaGrange, will close June 10th, with an address by Mr. W. H. Blount, the erudite editor of the *Wilson Mirror*.

ELLERBE SPRINGS ACADEMY, Richmond county, Prof. M. C. McAskill, Principal, will close June 19th. Has enrolled 28, of whom 7 are preparing for a higher course.

ELIZABETH CITY ACADEMY, Prof. S. L. Sheep, Principal (assisted by Miss S. E. Martin, Mrs. E. G. Thompson and Miss Selma Snyder), has 120 enrolled, being an increase of 200 per cent. over 1883. Will close June 25th, with an address by Col. L. D. Starke, of Norfolk, Va. School property valued at \$5,000.

FRIENDS' SCHOOL, New Garden, Prof. Joseph Moore, LL. D., Principal (assisted by L. L. Hobbs, A. M., J. W. Woolly, LL. B., Lee T. Blair, Mary E. Mendenhall and Lorena Reynolds), was established in 1837. Has enrolled 50 females and 82 males, an increase of 20 per cent. over past ten years. School buildings valued at \$40,000, apparatus \$1,500; 1,140 volumes in library. Closes June 23d. Has added \$1,980 improvements during year. Prof. Moore was formerly President of Earlham College, Indiana.

FARMVILLE COLLEGIATE INSTITUTE, Pitt county, will close May 28th, with an address by Mr. J. D. Murphy, of Greenville.

FORK CHURCH ACADEMY, Davie county, Mr. J. T. Alderman, Principal, closes May 26th. Addresses will be delivered

by Mr. S. E. Williams, of Lexington, and Rev. W. C. Wilson, Mocksville.

GASTON HIGH SCHOOL, Dallas, M. L. Little, A. M., Principal (assisted by L. A. Bikle, D. D., J. M. Roberts, Mr. L. L. Lober, Miss Nannie Sexton and Miss Mattie Steck), closes May 27th, with a sermon by Rev. F. W. E. Beschau. New school buildings valued at \$10,000; enrollment 245, including 51 in music class. Has 124 boarders—a steady increase.

GILLIAM'S ACADEMY, Morton's Store, Alamance county, J. W. Gilliam, Principal, has an enrollment of 36, a gain of 20 per cent. over former years. School building new, with black-board surface sufficient for twenty pupils to draw maps at one time. The teaching is normal in bearing.

GLENWOOD HIGH SCHOOL, Johnston county, Mr. C. W. Corriher, Principal, Miss Willie A. Carver, Assistant, closes May 15th, with an address by Hon. D. H. McLean. Enrollment 72, with 12 in music. School building valued at \$550, apparatus \$250.

GOLDSBORO GRADED HIGH SCHOOL, Prof. E. P. Moses, Superintendent (Assistants, Miss E. A. Alderman, John L. Borden, Miss Jennie Royal, Miss Mary H. Robinson, Mrs. A. G. Craton, Miss Annie A. Moore, Miss Clara H. Jones, Miss Olivia Millard, Miss May Carrow, Miss Florence Bonitz, Miss Bettie Spicer, Mrs. M. O. Humphrey, Miss Katie Millard). Established in 1881; enrolled 659; closes June 11; address by C. B. Aycock, Esq. School buildings valued at \$10,000; 400 volumes in library; a larger enrollment than for any previous year; will graduate 14.

GRAHAM NORMAL COLLEGE, Alamance county, Rev. W. S. Long, A. M., President (H. J. Stockton, S. A. Holleman, Anne Joe Long, Assistants). Closes May 29; address by Dr. E. Harding; sermon by Rev. Jas. Maple, Marion, Indiana; enrollment 112; 50 females, 62 males; 10 graduates; 30 preparing for higher courses; value of school buildings \$4,000; 300 volumes in library.

GRANGE HIGH SCHOOL, Woodland, Northampton county, J. W. Fleetwood (Wake Forest College), Principal, will close June 12th; enrollment 42; four preparing for higher course; building valued at \$600.

GROVER HIGH SCHOOL, Cleveland county, closes May 22d. Address by Mr. L. E. Quinn, of Charlotte Graded School.

GREENSBORO FEMALE COLLEGE, Rev. T. M. Jones, D. D., President, was established in 1846. Closes May 28th; addresses by Hon. A. H. Colquitt, of Georgia, and Dr. Charles F. Deems, of New York; sermon by Rev. R. A. Young, of Nashville, Tenn. Enrollment 193; value of school buildings \$50,000; apparatus \$1,000; 2,000 volumes in library; 371 have graduated from this institution.

GREENSBORO GRADED SCHOOL, Prof. Samuel C. Smith, Principal (Robert A. Foard, Miss Sallie Brent, Miss Mamie Sherwood, Miss Mamie Caldwell, Assistants), closes May 22; enrollment 111 females, 115 males—total 226; value of building \$2,000; 300 volumes in library; thirteen in 10th grade, fifteen in 9th grade.

HOLLY SPRINGS INSTITUTE, Wake county, Rev. J. M. White, Principal (Miss S. O. Williamson and Mr. J. R. Williams, Assistants), closes May 29; enrollment 70.

HOKKERTON COLLEGIATE INSTITUTE, Greene county, Mr. E. Y. Perry Principal, closes May 29; address by Dr. R. H. Lewis, of Kinston; enrollment 26. This school is in its first year, and has just erected a building valued at \$1,500.

HOLT'S SCHOOL, Company Shops, Alamance county, Rev. J. W. Holt, Principal, assisted by Miss Etta L. Holt, will close May 28; enrollment, females 27, males 22—total 49.

KINSTON GRADED SCHOOL, Prof. E. M. Goodwin (Nashville Normal), Principal, assisted by Mr. George A. Grimsley, Misses C. Tull, A. Hardie, A. Grady and Mrs. George B. Webb, closes May 28. Enrollment 148 females, 140 males—total 288; building valued at \$1,800; apparatus \$700; volumes in library 450.

KERNERSVILLE HIGH SCHOOL, Prof. S. C. Lindsay Principal, closes May 26, with an address by Rev. Solomon Pool, D. D., of Winston.

KING'S MOUNTAIN HIGH SCHOOL, Cleveland county, Capt. W. T. R. Bell, A. M., Principal (F. P. Matz, Ph. D. (Heidelberg), G. T. Farnell, M. A., E. W. Hall, A. B., Miss Sudie B. Garrett, Assistants), closes June 10; address by Hon. Thos. Dixon; enrollment 39 females, 99 males—total 138; 61 preparing for higher course; 18 graduates in business department; school buildings valued at \$4,000; apparatus \$800; 500 volumes in library; \$500 in improvements added this term; 91 boarders, representing five States, and covering 42 counties in North and South Carolina.

KINSTON COLLEGE, Lenoir county, Dr. R. H. Lewis (Uni. N. C.), Principal, (Thos. R. Rouse (Uni. N. C.), Mrs. R. H. Lewis, Miss Katie Lewis, Mrs. Anna L. Davis, Assistants), closes June 4th, with an address by Col. John N. Staples; enrollment 84 females, 71 males—total 155; value of school building \$3,000; this is a high school, capable of accommodating 200 students.

LAURINBURG HIGH SCHOOL, Richmond county, Professor W. G. Quakenbush, Principal, will close June 11, with an address by John S. Long, Esq., of New Bern.

LINCOLNTON GRADED SCHOOL, Prof. D. Matt. Thompson, Principal, closes May 28; address by Hon. Thos. Dixon, Jr., of Shelby; sermon by Rev. P. R. Law, of Monroe.

LAURENCE V. MORRILL, Esq., of Greenville, delivers the address at E. W. Wilcox's Snow Hill school.

LOUISBURG PRACTICAL HIGH SCHOOL, Franklin county, Prof. B. W. Ray (Wake Forest and Poughkeepsie), Principal, assisted by Mrs. Dr. Malone, Miss Rosa Harris and Prof. W. H. Michael (Uni. W. Va.), Miss M. Helen Betts, closes June 9th, with an address by Mr. W. E. Daniel, of Weldon; enrollment 150; value of school building \$10,000; apparatus \$200.

LEESVILLE ACADEMY, Kelvin Grove, Wake county, Prof. Z. D. McWhorter, Principal, is in its first year, has an enrollment of 24, and will close June 11; value of building \$200.

MARION HIGH SCHOOL, McDowell county, Prof. W. G. Randall (Uni. N. C.), Principal, (assisted by Mrs. W. G. Randall and Miss M. T. Clark), closes June 12; enrollment, 44 females, 47 males—total 91; increase of 100 per cent.; 15 preparing for higher course; school building valued at \$2,500; apparatus \$150; has 15 young men who can enter the Sophomore class in college, and a number of young ladies who have finished their senior course in one of our prominent female schools.

MIDDLEBURG MALE ACADEMY, Vance county, Mr. Albert Anderson, Principal, closes June 3d, with an address by Prof. J. D. Hodges, of Raleigh Male Academy; enrollment 56; value of building \$350.

MOORESVILLE FEMALE ACADEMY, Iredell county, Miss Lucy Journey (Davenport College), Principal, assisted by Miss Belle Boger and Miss M. B. Penick, closes June 2d; address by Rev. W. M. Robey, D. D., of Charlotte; enrollment 101.

MILTON FEMALE ACADEMY, Caswell county, Rev. T. U. Faucette, Principal, assisted by Mrs. M. A. Faucette, Miss Minnie Faucette (Peace Institute), and Miss Annie L. Irvine, closes June 4, with an address by Rev. J. Henry Smith, of Greensboro; enrollment 32; 4 graduates; 15 preparing for a higher course; value of school building \$8,000; value of improvements during the term \$1,000.

MORGANTON FEMALE ACADEMY, Burke county, Miss Lizzie Moore, Principal, Miss Katie Sheetz, Assistant; enrollment 33.

MORVEN HIGH SCHOOL, Anson county, Prof. J. W. Kilgo, Principal, closes June 4th. Rev. W. H. Battle, of Wadesboro, delivers the address.

MT. AIRY MALE HIGH SCHOOL, Surry county, Mr. W. C. Earnhardt, Principal, closes June 19th; enrollment 52; 22 preparing for a higher course; value of school property \$2,500.

MOUNT VERNON SPRINGS ACADEMY, Chatham county, Rev. O. T. Edwards, R. P. Johnston, A. M., and Prof. Jones, Principals, assisted by Misses E. L. Merrill and M. C. Arnold in music, drawing and calisthenics, reports an enrollment of 100 for this session.

NORTH CAROLINA COLLEGE, Mt. Pleasant, Cabarrus county, Rev. G. F. Schaeffer, President, H. T. J. Ludwig, Rev. J. C. F. Rupp, Rev. F. W. E. Peschan and L. H. Rothrock, professors, closes May 21; address by Rev. C. M. Payne, of Concord; sermon by the President; enrollment 97; graduates 2; value of school buildings \$25,000; apparatus \$800; 1,000 volumes in library.

NAHUNTA ACADEMY, Wayne county, Mr. J. H. Moore, Principal, closes May 21, with an address by Hon. S. M. Finger, State Superintendent.

OAK RIDGE INSTITUTE, Guilford county, Profs. J. A. and M. H. Holt, Principals, assisted by Messrs. R. O. Holt, A. B., George Millenway and Miss Ione Parker, closes June 1 and 2. Address by Hon. A. W. Graham; sermon by Rev. T. J. Ogburn, of Winston; enrollment, males 190, females 30—total 220; 40 preparing for a higher course; value of school buildings \$10,000; volumes in library 1,000; value of improvements during the term \$7,000.

OXFORD FEMALE SEMINARY, Granville county, Prof. F. P. Hobgood, Principal (assisted by M. M. Hargrove, Prof. A. Endrees, Miss R. Moss, Miss E. Graves, Miss E. Pool and Miss B. Jordan), closes June 4; address by Rev. Dr. J. L. Burroughs, of Norfolk; sermon by Rev. Dr. T. H. Pritchard, of Wilmington; enrollment 135; 800 volumes in library; graduates 11.

OAKDALE ACADEMY, Alamance county, Prof. J. A. W. Thompson, Principal, will close May 27th, with an address by Hon. S. M. Finger, State Superintendent of Public Instruction.

OPHIR ACADEMY, Montgomery county, Prof. W. R. Harris, Principal, will close May 27th, with an address by M. Bradshaw, Esq.

PLEASANT HILL HIGH SCHOOL, Elevation, Johnston county, Prof. Ira Turlington, assisted by Mr. J. D. Morgan, will close June 11th; address by C. B. Aycock, Esq.

PINE FOREST ACADEMY, Wayne county, Mr. W. H. Hand, Principal, closes May 27th; enrollment, females 20, males 16—total 36; value of buildings \$300; 4 preparing for higher course.

PINE HILL ACADEMY, Johnston county, Prof. W. C. Pullen, Principal, has an enrollment of 39; value of school buildings \$500.

PLEASANT LODGE ACADEMY AND BUSINESS INSTITUTE, Alamance county, Prof. T. M. Robertson, Principal, assisted by L. H. Climer and Miss Annie S. Best, closes May 28th; address by Hon. F. C. Robbins; enrollment 117; 10 graduates; 10 preparing for higher course; value of school buildings \$1,000; volumes in library 100.

PEACE INSTITUTE, Raleigh, Prof. John B. Burwell, Principal (assisted by Prof. A. Baumann, Mrs. A. Baumann, Miss J. L. Long, Miss Jennie Faison, Madam Fromm, Prof. Flanders, Rev. Dr. Watkins, Miss Porter, Miss Nannie Burwell, Miss Kirkland, Mrs. J. A. McDonald), closes June 1st. The annual sermon will be delivered by Dr. J. S. Watkins, of the faculty. The enrollment for the term is 214; number of graduates 15; value of school buildings and grounds \$65,000; apparatus \$1,200; volumes in library 1,000; improvements during year \$6,000. The next session will begin September 2d.

REIDSVILLE MALE ACADEMY, Rockingham county, Mr. George R. McNeill, Principal, assisted by Mr. Willie H. Smith; closes May 29th; enrollment 54; four preparing for a higher course; value of school building \$700.

RUTHERFORD COLLEGE, Burke county, Rev. R. L. Abernethy, President; Faculty—Prof. W. E. Abernethy, Prof. R. S. Abernethy, Prof. J. E. Miller and Prof. M. T. Steele. Enrollment for the term 233; value of school buildings \$4,000; apparatus \$500; volumes in library 5,000; closes May 26–27; 7 graduates. Annual address by Hon. Richmond Pearson, of Buncombe; Sermon by Rev. M. L. Wood.

ROCK SPRING SEMINARY, Denver, Lincoln county, Prof. Jas. F. Brower (Trinity College), Principal, will close May 29th; address by Rev. W. M. Robey; enrollment 138.

RALEIGH CENTENNIAL GRADED SCHOOL, Prof. A. J. McAlpine, Principal, assisted by Prof. L. T. Buchanan (Wake Forest College), Misses Jean Gales, Pattie Lawrence, Pattie Litchford, Lillian Branson, Mrs. J. M. Barbee, Misses Loula Riddle, Grace Bates, Ada V. Womble and Maggie A. McDowell. Enrollment 390 females, 371 males—total 761. Value of school property \$10,000. The city of Raleigh has just voted an appropriation of \$25,000 for fitting up this school.

RALEIGH MALE ACADEMY, Wake county, Prof. Hugh Morson (Uni. Va.), and J. D. Hodges (Trinity), Principals, Mr. L. M. Warlick (Uni. N. C.), Assistant, closes June 12th; enrollment 105; value of building \$1,800; apparatus \$250.

ROCKY MOUNT GRADED SCHOOL, Edgecombe county, Prof. W. G. Jones, Principal, assisted by Miss M. E. Hackney, Miss Lillie Lea and Miss S. E. McSwain, closes June 12th; enrollment 91 females, 98 males—total 189.

SALISBURY GRADED SCHOOL, Rowan county, Prof. J. M. Weatherly, Principal, assisted by J. M. Hill, H. Overman, Miss B. Neely and Miss C. Moore, has an enrollment of 178 females, 182 males—total 360; value of school buildings \$5,000.

SANFORD HIGH SCHOOL, Moore county, Mr. C. A. Smith (Davidson College), Principal, closes May 22d; enrollment 55. This school is in its first year.

SANDY RIDGE ACADEMY, Stokes county, Miss Minnie M. Martin, Principal, has an enrollment of 30; eight preparing for a higher course; value of school building \$600.

SELMA ACADEMY, Johnston county, Mr. Henry Louis Smith, Principal, assisted by Miss Rena Moore and Mrs. J. K. Howell, closes June 19th; enrollment 90, 43 females, 47 males; value of building and apparatus \$1,500.

SPARTA INSTITUTE, Alleghany county, Rev. S. W. Brown, Principal, assisted by Mrs. Alice Gentry and Mrs. M. M. Brown; closes May 21st, with an address by Hon. R. Z. Linney; enrollment 69; 20 preparing for a higher course; value of school building \$2,000; apparatus \$50.

SUMMERFIELD HIGH SCHOOL, Guilford county, Prof. F. S. Blair, Principal, will be addressed on closing by Rev. Solomon Pool, D. D.

SOUTHERN NORMAL, Lexington, Davidson county, Rev. L. E. Duncan, Principal, assisted by C. F. Renny, Mrs. L. E. Duncan, Miss Cora Pitts, Miss Isabel McGehee, Prof. P. A. Duncan, Miss Mattie Palmer and Mr. W. M. Fariss, closes June 4; sermon by Principal; enrollment 175; graduates 11; 5 preparing for higher course; value of building \$2,000; apparatus \$200; 125 volumes in library. This institution is in its first year.

SNOW HILL ACADEMY, Greene county, Prof. E. W. Wilcox, assisted by Mrs. E. W. Wilcox and Miss Della Galloway, closes May 29th; enrollment 53; school building valued at \$600; apparatus \$100; address by Mr. M. V. Morrill.

SPAIN ACADEMY, Pitt county, Miss Annie E. Spain, Principal, has an enrollment of 31.

STATESVILLE FEMALE COLLEGE, Iredell county, Miss Fannie Everitt, Principal, assisted by Misses Ina McCall, Annie Wilkerson, Jennie A. Calver, Mattie C. McSwain, Sudie C. Faison, closes June 4th, with an address by Rev. W. S. Lacy; enrollment 104; value of school buildings \$30,000; improvements during the term \$1,500; graduates 2; 6 preparing for higher course.

SALEM FEMALE ACADEMY, Forsyth county, Rev. Edward Ronthaler, D. D., and Rev. John H. Clewell, Principals, closes June 7th; sermon by Rev. A. W. Miller, D. D., of Charlotte; oration by James H. Carlisle, LL. D.; diplomas presented by His Excellency Gov. A. M. Scales; number of graduates 24; art exhibition and concert Wednesday, June 10.

ST. MARY'S SCHOOL, Raleigh, Rev. Bennett Smedes, A. M., Principal and Rector, Miss M. E. J. Czarnomska, Lady-Principal, assisted by the following corps of teachers: Miss M. R. W. Stubbart, Mrs. M. Iredell, Miss J. A. Yost, Miss A. Fairfax, Miss Kate McKimmon, Mlle. E. de St. Rémy, Miss E. H. Smedes, Miss L. Theodora Hyde, Miss M. F. Slater, Dr. Auguste Kür-

steiner, Miss Nanette A. Stone, and Miss B. N. Johnston. Founded in 1842. Closes Easter Term, June 11; annual sermon by Rt. Rev. Bishop Lyman; enrollment 149; graduates 4; value of buildings \$75,000; apparatus \$10,000; volumes in library 4,000; value of improvements this term \$12,000. Can accommodate 75 boarding pupils.

TAYLORSVILLE ACADEMY, Alexander county, Prof. H. T. Burke, Principal, assisted by Messrs. Thomas Morrison and R. E. Burke, will close May 29th; enrollment 23; eight preparing for higher course. This is a high school, and is patronized largely in the winter by public school teachers, during which time it numbered 60. The principal is the efficient Superintendent of Public Schools for the county of Alexander.

THOMASVILLE FEMALE COLLEGE, Davidson county, Messrs. Reinhart and Stallings, Principals, assisted by Prof. Ivan Wordragen, Misses Minnie, Kate and Irene Stallings and Mrs. E. S. Davis, closes June 3d, with an address by Rev. N. B. Cobb; sermon by Rev. W. R. Gwaltney; value of school property \$20,000; 600 volumes in library.

TRENTON HIGH SCHOOL, Jones county, Mr. W. E. Mewborne, Principal, will close May 28th, with an address by N. J. Rouse, Esq., of Kinston.

TRINITY COLLEGE, Randolph county, Rev. J. F. Heitman, acting President, will close June 11th. The annual address will be delivered by Hon. M. W. Ransom, and the sermon by Rev. R. A. Young, of Nashville, Tenn.

TROY MALE AND FEMALE ACADEMY, Montgomery county, Rev. B. G. Marsh, Principal, assisted by Miss Brownie Johnson and Mr. J. T. Wade, closes May 22d; enrollment 92; 10 preparing for a higher course; value of school property \$800, of which \$200 has been added during the year. This is the largest school ever taught in Troy.

UNION ACADEMY, Lambville, Chatham county, Prof. S. B. Turrentine (Uni. N. C.), Principal, closes May 22d. Rev. A. W. Mangum, D. D., of our University, will deliver the literary address. The enrollment is 100.

UNIVERSITY OF NORTH CAROLINA, Chapel Hill, Orange county, Hon. Kemp P. Battle, LL. D., President, assisted by a thoroughly competent faculty. Established in 1789; value of buildings \$250,000; apparatus \$5,000; volumes in libraries 24,000; improvements during this term \$35,000; students enrolled this term 230—an increase of 20 per cent. over last year; number of graduates to date 1,802; closes first Thursday in June; address by Hon. James W. Reid, of Rockingham; sermon by Bishop Wilson, of Baltimore. Can accommodate 500 students.

VINE HILL ACADEMY, Scotland Neck, Halifax county, Prof. E. E. Hilliard (Wake Forest), Principal, assisted by Mr. W. W. Kitchen (Wake Forest), Miss Lena Smith, Miss Eunice McDowell and Mrs. J. A. Perry, closes June 4; address by Rev. C. W. Byrd; sermon by Rev. L. C. Vass; enrollment males 49, females 55—total 104; 10 preparing for higher course; value of school property \$3,000, of which \$250 has been added during the year. We learn that better work has been done in this school this year than ever before.

WAKE FOREST COLLEGE, Wake county, Rev. C. E. Taylor, President, commencement June 9th to 11th; enrollment 145; 15 graduates; address by Col. R. F. Armfield; sermon by Rev. F. M. Ellis, of Baltimore; value of buildings \$35,000; apparatus \$5,000; improvements this term \$1,000; volumes in libraries 8,500. Can accommodate 300 students.

WARSAW HIGH SCHOOL, Duplin county, closes May 21st; annual address by Rev. J. D. Hufham, D. D.

WARRENTON MALE ACADEMY, Warren county, Prof. John E. Dugger (Uni. N. C.), A. M., Principal, will close June 12; enrollment 33; 8 preparing for a higher course; value of school building \$1,500, of which \$140 was added during the year.

WEAVERVILLE COLLEGE, Buncombe county, Rev. Daniel Adkins, Principal, closes June 17th. The annual sermon will be delivered by Rev. R. N. Price, editor of the *Holston Methodist*. The address is by Gov. Z. B. Vance.

WAYNESVILLE HIGH SCHOOL, Haywood county, Prof. T. W. Noland (Nashville Normal), Principal, assisted by Mrs. J. P. Caldwell, Prof. R. H. B. Keeney (Uni. Nashville Tenn.), and Miss Emma Webb, closes June 12th; enrollment 132, 53 females, 79 males—an increase of 100 per cent; value of school building \$2,500; building and grounds to be improved next term.

WHITAKER'S ACADEMY, Halifax county, closes May 29th; address by Hon. L. C. Latham, of Greenville.

WILSON GRADED SCHOOL, Wilson county, Prof. E. C. Branson (Trinity College and Nashville Normal), Superintendent, assisted by Prof. Collier Cobb, Mrs. E. W. Adams, Mrs. W. F. Mercer, Misses M. A. Hearne, May Barnes, M. F. Herring, Addie Marsh and Lillie Gay, closes June 21; enrollment, 226 females, 174 males—total 400; value of school buildings \$7,000; apparatus \$600.

WINSTON GRADED SCHOOL, Forsyth county, Prof. J. L. Tomlinson (Trinity College), M. A., Principal, assisted by Profs. C. D. McIver, J. Y. Joyner, J. F. Jordan, Mrs. S. G. Lewis, Mrs. W. R. Gales, and Misses Fannie B. Cox, Lula Martin, Nora Dodson, Lily Glenn and Annie Bynum, closes May 29; enrollment, females 250, males 225—total 475; value of school buildings \$25,000; apparatus \$1,000; volumes in library 500. This is the first term of this school.

WOODSIDE ACADEMY, Hookerton, Greene county, Miss Ida E. Edwards, Principal, has an enrollment of 45; value of school building \$300.

WRIGHT'S SCHOOL, Thomasville, Davidson county, Prof. I. L. Wright, Principal, has an enrollment of 25; four preparing for a higher course; value of school building \$300, with a small but neat outfit of apparatus, &c.

YADKIN COLLEGE, Davidson county, Rev. W. A. Rogers, A. M., M. D., President, assisted by H. P. Phillips, George S. Wills and M. H. Rogers, closes June 17th; value of school buildings \$10,000; apparatus \$375; volumes in library 200.

YADKIN MINERAL SPRINGS INSTITUTE, Stanly county, Prof. O. C. Hamilton, Principal, closes June 12th; address by Rev. W. S. Creasy, of Concord. New school building erected during the year.

YADKIN MINERAL SPRINGS ACADEMY, Stanly county, Prof. C. H. Martin, Principal, closes May 13th. The address will be delivered by Rev. T. H. Pritchard, D. D., of Wilmington.

[For the North Carolina Teacher.]

PHYSIOLOGY AND HYGIENE IN THE PUBLIC SCHOOLS.

BY DR. RICHARD H. LEWIS, KINSTON, N. C.

State Superintendent Finger has placed the study of Physiology and Hygiene in the curriculum of the common schools of North Carolina.

Every applicant for a certificate after this, must pass an examination on this subject. How can the teacher learn this subject in the best and most expeditious manner? We will try to answer this question.

The best plan, when time is not a matter of consideration and means are sufficient, is to attend a course of lectures on this subject at a good medical school. Or, let the teacher attend the lectures of this course at such an institution as Johns Hopkins University, where the facilities for instruction are ample. Or, let the seeker after this knowledge attend our "Chautauqua," or some normal school, where there is a good lecturer on the subject. Or, cheapest of all, buy a treatise on Physiology and Hygiene and study for yourself. There are many valuable treatises on Physiology and Hygiene now published by the great book firms of the country. Any of them can be had from Raleigh.

Even if the teacher attends the hygienic lectures of a normal school, a copy of the book should be taken along.

It is a difficult matter, however, for a lecturer to give satisfactory instruction in Physiology and Hygiene who has not been for a long time both a student and teacher of the subject. But, by some means, the common school teacher must learn this matter before another school is undertaken.

IMPORTANCE OF A KNOWLEDGE OF PHYSIOLOGY AND HYGIENE.

Our space is too limited to give even a brief outline of the great need of this knowledge. A slight acquaintance even with the nature of digestion, its limits and methods of work, might have saved the lives of many young students who spent their college nights in riotous living. Many who did not die early from night suppers, have lived as invalids.

It teaches us the when, where, how and why as to our eating, sleeping and dressing, and exercise. It gives an insight into the mysteries of that grandest of all mechanisms—the human body. It gives us an opportunity of seeing how beautifully God has arranged his last and best creation—the human body, for the attainment of all its objects. And at the end of our study, we are reminded by Holy Writ that this body is a “temple for the indwelling of the Holy Spirit,” that we must not profane it, and that we are responsible for its safe-keeping.

[For the North Carolina Teacher.]

“NORTH CAROLINA TEACHERS’ ASSEMBLY.”

BY A CHAUTAUQUAN.

Place your thumb on one nostril, your forefinger on the other and press them closely together, and then drawl out this harmonious heading. Then say how it strikes your ears, gentle reader. I, for one, positively refuse to admit that I am a member of any such body. He who says “there is nothing in a name,” speaks falsely. I contend there is *much* in a name, always was and

always will be. We often receive pleasant or unpleasant impressions of a person or thing we have never seen, from the name by which we hear it mentioned. The four words which head this article, suggest all sorts of dry, hackneyed themes, long faces, old-fashioned books and styles of teaching.

And how different is the delightful gathering of North Carolina teachers, to which we look forward so pleasantly! But there is nothing new in the name, nothing spicy, nothing interesting, nothing joyful, nothing that anybody wants to hear about. It makes some people *sleepy* to hear even the name of "Assembly," and I, for one, cannot consent to have our joyous meeting so called. Why, "N. C. T. A." is preferable to the whole thing in full, for that might provoke inquiry; and then if the inquired of person should be "wide-awake," he might, by a little tact, just describe the beautiful surroundings of a body of teachers who met in one of the flowery spots of this earthly vineyard last year; and bring in the name gradually during the conversation, so as not to frighten away the inquiring mind by the startling sound which "North Carolina Teachers' Assembly," well drawn out, most invariably produces.

"CHAUTAUQUA."

How sweet to our ears! How dear are the memories! This word suggests everything opposite to the above-mentioned appellation, and is what our teachers, who went to Waynesville last summer, knew they were going to. Yes, "Going to the Chautauqua," was the phrase with which the air was redolent, as our labors in the school-room approached their close; and the name attracted every ear that it fell upon. There is music in the word "Chautauqua," there is poetry in the sound, softness, melody, and nothing could ever be associated with this *name* (taken simply as a name) that is not suggestive of

"Sugar and spice and everything nice."

Think of Chautauqua county in New York, and of the magnificent range of mountains, by the same name, passing through

the country; and think, too, of the nearly level surface between this ridge and the beautiful sheet of water in the centre of the county, known as Chautauqua Lake. Iron ore, marble and *sulphur springs* are found in several places.

The county is traversed by the Erie, the Atlantic and Great Western, the Lake Shore, the Buffalo, Corry and Pittsburg, and the Dunkirk, Warren and Pittsburg railroads. All this is suggested by only a *name*—Chautauqua. And again, the name suggests thousands of bushels of wheat, Indian corn, barley, oats and potatoes; again, thousands of tons of hay, pounds of cheese, of butter and maple sugar; again, horses, cows and sheep; again, manufactories of agricultural implements, carriages, saddles and harness, furniture, saw-mills, flour-mills, tanneries, breweries, pianos, &c., &c.; all of which are to be found in Chautauqua county, New York. And things just as good and just as useful are to be found at “The Chautauqua” in our dear old State. The name “Chautauqua” is a corruption of an Indian phrase, signifying “foggy place,” and was given in consequence of the frequent mists rising from the lake. Please let’s go to “The Chautauqua” this year, and every year, and enjoy all the delights of which the name, as applied to a wide-awake body of North Carolina teachers, suggests.

IT CONCERNS US little to know the lineage of kings and queens, the intrigues of courts, or the plans of campaigns; but it would interest us much to be told how people in past times built their houses, worked their fields, or educated their children; what style of dress they wore, what kind of food they ate, what books they read. Let the customs, manners, and doings of by-gone people—life’s quiet ongoin’gs, as well as its comedies and tragedies—be vividly described, and history will become a favorite study.—*Wickersham.*

OUR UNIVERSITY AND THE PUBLIC SCHOOLS.

BY JUDGE A. D. MURPHY.

[ARCHIBALD DEBOW MURPHY (after whom our town of that name is called) was a native of Caswell county, where he was born in 1777. He was prepared for college in the school of Rev. Dr. David Caldwell, of Guilford county—there being at that date only three schools in North Carolina in which the rudiments of a classical education could be acquired. Judge Murphy graduated at our University with the highest honors in 1799, and was at once appointed to the professorship of Ancient Languages in his *alma mater*, which position he held for three years. He afterwards read law, and became probably the foremost jurist, legislator and statesman of his day in our State. While he fully realized and urged the importance of internal improvements—making our large streams navigable, constructing turnpikes and macadamizing our roads, digging canals, and building up commercial cities in our State, he was also fully alive to the necessity and importance of a system of education, embracing primary schools, academies, and fostering the University and greatly enlarging its accommodations and course of instruction, and the establishment of an asylum for the deaf and dumb.]

In a report to the Legislature of 1817, comprehending these subjects, he said

FOR THE UNIVERSITY:

“When the pride of the State is awakening and an honorable ambition is cherished for her glory, an appeal is made to the patriotism and generous feelings of the Legislature in favor of an institution, which in all civilized nations has been regarded as the nursery of moral greatness and the palladium of civil liberty. That people who cultivate the sciences and the arts with most success, acquire a most enviable superiority over others. Learned men by their discussions and works, give a lasting

splendor to national character, and such is the enthusiasm of man that there is not an individual, however humble in life his lot may be, who does not feel proud to belong to a country honored with great men and magnificent institutions. It is due to North Carolina, it is due to the great men who first proposed the foundation of the University, to foster it with parental fondness, and to give it an importance commensurate with the high destinies of the State."

NECESSITY OF PUBLIC SCHOOLS.

Of the necessity of public instruction for poor children, he said:

"Such has always been and probably always will be the allotment of human life, that the poor will form a large portion of every community; and it is the duty of those who manage the affairs of a State to extend relief to the unfortunate part of our species in every way in their power. Providence in the imperial distribution of its favors, whilst it has denied to the poor many of the comforts of life, has generally bestowed upon them the blessing of intelligent children. Poverty is the school of genius; it is a school in which the active powers of man are developed and disciplined, and in which that moral courage is acquired which enables him to toil with difficulties, privations and want. From this school generally come forth those men who act the principal parts upon the theatre of life—men who impress a character upon the age in which they live. But it is a school, which if left to itself, runs wild—vice in all its depraved forms grow up in it. The State should take this school under her special charge, and nurturing the genius which there grows in rich luxuriance, give to it an honorable and profitable direction. Poor children are the peculiar property of the State, and by proper cultivation, they will constitute a fund of intellectual and moral worth, which will greatly subserve the public interest."

IS YOUR dress a model of neatness and taste for your pupils?

EDUCATIONAL NOTES.

THE *Bladen Bulletin*, published at Elizabethtown, calls for a good school at that town.

PROF. MOSES has declined to accept the superintendency of the Asheville Normal, and will assist Prof. Noble at Newton.

THE PROPOSITION to raise a tax for the support of a graded school at Smithfield was voted down on the 4th of May. Too bad!

CONCORD, Cabarrus county, voted on the 4th of May in favor of the establishment of a graded school for the white children of that town.

DAVIDSON COUNTY TEACHERS' INSTITUTE will be held in July. Mr. E. E. Raper issues a timely appeal to the teachers of the county to attend.

THE TRUSTEES OF DAVIDSON COLLEGE will in June next elect a President of the College, and a Professor of Natural Philosophy and Astronomy.

PROF. GROFF, of Pennsylvania, has been selected as Superintendent of the Franklin (Macon county) Normal School. The names of the other instructors are not yet reported.

THERE IS a good chance for a young, energetic teacher to build up a good school at Bethany Church, near Statesville. Mr. John T. Paris, who has been teaching there, will enter college next term.

MEMORIAL HALL at our University was occupied for the first time April 22d, the occasion being the Senior speaking for the term. The hall is an honor to the State and the pride of every true friend of the University.

THE GRADUATING CLASS of Salem Female Academy, twenty-four in number, have received their Senior badges—a gold crescent, with the monogram "S. F. A." within the half-circle. On the crescent is engraved "Class 1885."

GREENE COUNTY TEACHERS' ASSOCIATION was organized May 2, at Snow Hill. Mr. J. E. Grimsley, County Superintendent of Public Instruction, was made chairman, and Mr. E. W. Wilcox of the Snow Hill Academy, secretary.

DURHAM, the great tobacco mart of the South, voted adversely on the proposition to issue bonds to erect graded school buildings. This is to be regretted, and we cannot believe that our progressive neighbors really mean to have no building.

GREENE COUNTY TEACHERS' INSTITUTE will begin June 8th. Mr. John E. Grimsley, in publishing time of opening, gives notice that "those teachers who do not attend will not be granted a certificate to teach in the public schools of the county."

THE ACTION of the Legislature in detaching a portion of Edgecombe county may cause the Rocky Mount Graded School to suspend. We regret to hear this, as it has been a very useful school, and its suspension will cause serious inconvenience to the good people there.

THE ROCKINGHAM COUNTY INSTITUTE for white teachers will be held in Wentworth, commencing Monday, July 6, 1885. The Colored Institute will be held in Leaksville, commencing Monday, August 10, 1885. Teachers are required by law to attend these institutes, and should therefore make their arrangements to that end.

THE TRUSTEES of the Male and Female Institute at Greenville, Pitt county, have just completed a handsome and commodious building, admirably adapted to school purposes, and wish a first-class teacher and manager to open the school September 1, 1885. Liberal compensation will be guaranteed, and those desiring the place are requested to forward applications, with testimonials, before June 15. Address Alfred Forbes, Greenville, N. C.

THE WINSTON NORMAL SCHOOL will open June 23 and close July 16. Prof. J. L. Tomlinson, Superintendent; Prof. Chas. D. McIver, Secretary. The instructors will include Prof. T. J. Mitchell, Charlotte, N. C.; Prof. J. H. Myers, New York; Prof. Robert Houston, a distinguished elocutionist, of New York;

Prof. B. C. Unseld, instructor in music, New York. Miss Fannie B. Cox, of Winston Graded School, will have charge of Model Primary Class.

THE ELIZABETH CITY NORMAL will open July 6, with Prof. S. L. Sheep, Principal of Elizabeth City Academy, as Superintendent. Mrs. Mahoney has been engaged as primary teacher, and Professor Neff, of Philadelphia, as teacher of elocution. Arrangements are in progress to secure the services of Prof. Balliet, of Normal Park, Ill., as principal lecturer, also Prof. A. N. Roach, of Penn. Daily lectures on physiology will be delivered in order that the teachers may be prepared for their fall examinations.

PROF. E. W. KENNEDY (Nashville Normal College), Superintendent of the Durham Graded School, has been appointed Superintendent of the Washington (Beaufort county) Normal School. The selection of assistants and date of opening have not yet been agreed upon. The State appropriation has been supplemented by private subscription, and we are pleased to learn from Mr. E. S. Hoyt, the Secretary of the Board of Directors, that every effort is being put forth to make this new normal a success.

THE COLORED STATE NORMAL at Fayetteville, Prof. E. E. Smith, Principal, assisted by George H. Williams and Miss Libbie Leary, will close June 25. This school was never so largely attended as at present, and numbers 51 females and 73 males, a total of 124. Its school building is valued at \$2,500; apparatus \$300; volumes in library 563. Eight will graduate this year, while 23 are preparing for a higher course. The address at the close will be delivered by J. C. Dancy, Esq., of Tarboro, and the sermon by Rev. J. O. Crosby, Principal of the Salisbury Colored Graded School.

THE BOONE NORMAL SCHOOL, Watauga county, bids fair to be one of the most successful ever held in Western North Carolina. Hon. J. C. Scarborough, Superintendent, will be assisted by Capt. John Duckett, Principal of Hamilton Institute, Martin

county; Mr. J. T. Spainhour, of Wake Forest College; Mr. A. H. Eller, of Chapel Hill; Miss Maggie McDowell, of the Raleigh Centennial Graded School; and Miss Lucy Journey (Davenport College), Principal of Mooresville Female Academy, Iredell county. This is a most able faculty, and we venture the hope that every teacher in North-western Carolina will attend this school, which opens July 8.

THE ASHEVILLE NORMAL SCHOOL will open July 1st and close July 31st. Prof. Frank M. Smith, of Jackson, Tennessee, has been selected as Superintendent, and will be assisted by Prof. B. E. Atkins, of Asheville Female College, Miss Olivia Millard, of Goldsboro Graded School, and Miss Mollie Goodloe, of Asheville High School. Prof. Chas. L. Wilson, of Marshall Institute, has been engaged as teacher of vocal music. Prof. Smith was Superintendent of the Franklin (Macon county) Normal in 1883, and is well up in modern methods; and those teachers who attend this normal in the "Land of the Sky" will have a delightful and profitable session.

THE WILSON NORMAL SCHOOL promises to be in every way a successful one. Prof. Branson, the Superintendent, will be ably assisted by the following eminent educators: Prof. Price Thomas, Superintendent of New Bern Graded School, Numbers and Object Teaching; Prof. Collier Cobb, of the Wilson Graded School, Map Drawing, Sand and Putty Moulding and Physical Sciences; Prof. P. P. Claxton, formerly Superintendent of Kinston Graded School, Reading and Physiology; Prof. Robert Houston, of New York, Elocution; Dr. Henry E. Shepherd, of Charleston College, course of lectures, History and English Literature; Prof. L. E. Quinn, of Charlotte Graded School, Physiology and Orthography; Prof. A. P. Southwick, of Maryland, Methodology; Miss Jane E. Ward, Calisthenics; Mrs. E. W. Adams, Wilson Graded School, Model Primary. The other departments will be filled at once. The session will last three weeks, beginning June 20th. Circulars giving full particulars will be issued soon. Lectures are expected from State Superintendent Finger, President Battle of the University, Dr. Pritchard, and others.

IN THE SCHOOL-ROOM.

INTEGRITY AS THE BASIS OF CHARACTER.

BY HON. WM. GASTON OF CRAVEN COUNTY, N. C.

[FOR DECLAMATION.]

The first great maxim of human conduct, that which it is all-important to impress on the understandings of young men, and recommend to their hearty adoption, is—above all things, in all circumstances, and under every emergency—to preserve a clean heart and an honest purpose. Integrity, firm, determined integrity, is that quality which, of all others, raises man to the highest dignity of his nature, and fits him to adorn and bless the sphere in which he is appointed to move. Without it, neither genius nor learning, neither the gifts of God, nor human exertions can avail aught for the accomplishment of the great objects of human existence. Integrity is the crowning virtue—integrity is the pervading principle which ought to regulate, guide, control and vivify every impulse, desire and action. Honesty is sometimes spoken of as a vulgar virtue; and, perhaps, that honesty which barely refrains from outraging the positive rules ordained by society for the protection of property, and which ordinarily pays its debts and performs its engagements, however useful and commendable a quality, is not to be numbered among the highest efforts of human virtue. But that integrity which, however tempting the opportunity, or however sure against detection, no selfishness nor resentment, no lust of power, place, profit or pleasure, can cause to swerve from the strict rule of right, is the perfection of man's moral nature. In this sense the poet was right when he pronounced

“An honest man the noblest work of God.”

It is almost inconceivable what an erect and independent spirit this high endowment communicates to the man, and what

moral intrepidity and vivifying energy it imparts to his character. There is a family alliance between all the virtues, and perfect integrity is always followed by a train of goodly qualities, frankness, benevolence, humanity, patriotism, promptness to act and patience to endure. In moments of public need, these indicate the man who is worthy of universal confidence.

Erected on such a basis, and built up of such materials, fame is enduring. Such is the fame of our WASHINGTON, of the man "inflexible to ill and obstinately just." While, therefore, other monuments intended to perpetuate human greatness are daily mouldering into dust, and belie the proud inscriptions which they bear, the solid granite pyramid of his glory lasts from age to age, imperishable—seen afar off—looming high over the vast desert—a mark, a sign and a wonder for the way-farers through the pilgrimage of life.

REMEMBER THIS.

If you're told to do a thing,
And mean to do it really;
Never let it be by halves;
Do it fully, freely!

Do not make a poor excuse,
Waiting, weak, unsteady;
All obedience worth the name,
Must be prompt and ready.

If a task is once begun,
Never leave it till it's done;
Be the labor great or small,
Do it well, or not at all.

THE GEOGRAPHY CLASS.

The following literal translations of geographical names may be used to awaken an interest in the places named: Amazon, "boat destroyer;" Azores, "a hawk;" Berlin, "uncultivated land;" Bosphorus, "an ox crossing;" Bucharest, "city of joy;" Cadiz, "shut in;" Calcutta, "a temple;" Canada, "a collection of huts;" Ceylon, "island of the lions;" Chautauqua, "foggy place;" Chili, "land of snow;" China, "middle nation;" Circassia, "where heads are chopped off;" Danube, "deep valley;" England, "land of the Angles;" Erie, "wild cat;" Ethiopia, "where one is burned black;" Finisterre, "the end of land;" Ganges, "great river;" Havre, "a harbor;" Ireland, "the western isle;" Isle of Man, "isle of stone;" Jamaica, "a country of springs;" Jutland, "land of giants;" Lena, "a sluggard;" Lyons, "hill of the raven;" Manhattan, "the town on the island;" Niagara, "neck of water;" Nova Scotia, "new Scotland;" Orkneys, "isle of whales;" Ostend, "east-end;" Palestine, "land of wanderers;" Patagonia, "big-footed;" Piedmont, "foot of the mountain;" Poland, "flat land;" Quebec, "take care of the rock;" Santa Cruz, "holy cross;" Tallahassee, "old town;" Wheeling, "place of a head;" Yucatan, "what do you say?"—*School Journal*.

A WHALE BONE.

Halifax county contains a most remarkable bone. Three miles from Enfield, and one hundred yards above the railroad bridge as you go South, is a bone over one hundred feet in length. It is the backbone of a whale. It is now under the water, but seventy-five years or more since, as we learned a quarter of a century ago from an old citizen, Mr. Hunter, it was above the waters of Fishing Creek, and when a boy, Mr. Hunter used to walk the bone as he would a log on his way to school. The bed

of the stream in the course of decades has filled up, and now the water is a foot or more above the bone. Ninety feet of the bone are exposed, and Prof. Kerr thought from its conformation that probably thirty feet were in either bank. When State Geologist, he procured one articulation or joint, and it is now in the State Museum at Raleigh. It is at least one hundred miles to the sea-shore from where this bone lies. This shows that the ocean once covered all that country. There was another part of a whale (the under-jaw bone) found a mile from Halifax, and some sixty feet below the surface in a deep ravine. It was excavated and taken to the State Museum by Prof. Kerr. The two bones were about fourteen miles apart.—*Wilmington Star*.

A SMART BOY.

I'm glad I've got a good-sized slate,
With lots of room to calculate.
Bring on your sums! I'm ready now;
My slate is clean, and I know how.
But don't you ask me to *subtract*,
I like to have my slate well packed;
And only two long rows you know,
Make such a miserable show;
And please don't bring me sums to *add*;
Well, *multiplying's* just as bad;
And, say! I'd rather not *divide*—
Bring me something I haven't tried!
—*St. Nicholas*.

Plant lilies, and lilies will bloom;
Plant roses, and roses will grow;
Plant hate, and hate to life will spring;
Plant love, and love to you will bring
The fruit of the seed you sow.

NORTH CAROLINA TEACHERS' ASSEMBLY.

[For the North Carolina Teacher.]

OBJECTS OF INTEREST IN OUR MOUNTAINS.

A FEW SUGGESTIONS TO THE TEACHERS ATTENDING THE ASSEMBLY AT BLACK MOUNTAIN.

BY PROF. JOSEPH A. HOLMES, UNIVERSITY OF NORTH CAROLINA.

I take for granted the truth of the following: Views and studies of Nature herself are far better than views and studies of Nature as seen in books.

Every teacher visiting the Assembly will desire and expect to learn something of the mountain country. Such information, if it is worth gaining at all, is worth gaining thoroughly; so that it may not only be a source of pleasure and benefit to the teacher as an individual, but may aid the teacher in awakening an interest in all such matters among pupils. The majority of us see very few things beyond those for which we look. We fail to see many a one of nature's beauties by failing to look for it, not knowing what to look for, or where to look.

In one short paper it would be impossible even to name all the objects of interest to be found in our mountains; and at present I will call attention to only a few of them by way of suggestion. But, before doing this, let me say that every one should be provided with a good map of North Carolina before starting from home; and every party going on the top of mountains should be provided with a small pocket compass for determining the relative position of different mountain peaks. The map should not be packed away at the bottom of a "Jumbo" trunk, but should be frequently examined during the journey and while in the

mountain region. For showing the positions of the principal mountain ridges, cross-ridges and peaks—in a word, as a help in understanding the mountain country—I regard one week among the mountains with Kerr's State Map, or Shaffer's Map, as equivalent to many months without such a map. In my own mountain trips I regard my copy of Kerr's map as simply indispensable.

While *en route* for Black Mountain, as worthy of observation, I will mention (1) the gradual change in the character of the surface of the country, from the sandy lowlands of the eastern section, through the undulating country of the middle section, the hilly Piedmont region, among the eastern spurs of the mountains, until through valley and gorge the summit of the Blue Ridge itself is reached; and (2) the gradual change in the vegetation of the country along the line of route. (It is to be regretted that a portion of the route must be passed over during the night).

And, then, among the mountains themselves in this "Land of the Sky," here, surely, every one must look for himself. The visitor, as he wanders about in the ravines on the south-eastern slope of the Black Mountain, will see trees and shrubs and flowers very different from those of his eastern home—the rhododendrons (laurel), the azaleas (honeysuckle), the kalmias (ivy)—here in all their glory. As he ascends the mountain he will again observe the changes in the character of the vegetation (about which he read in his geography many years ago—and about which he can tell his pupils, with much better effect, as seen by his own eyes) until reaching the top, he will find dwarfed plants, very different from those seen at the base—perhaps very different from any he has ever seen before. The characters of the rocks, too, will attract his attention—standing out here and there as immense bluffs and masses of bare rock cracked and seamed in various directions, at other places covered over by a layer of soil many feet deep, overgrown by forest trees of large size. Close examination will show the observer that all this soil on the mountain sides was, itself, at one time, hard, solid rock—decayed into soil through long periods of time.

The cold mountain springs (never on top of the mountain, though often *near* the top), the ravines which lead from them down the side of the mountain—worn out by the action of water—and lower down the mountain brooks, will afford many an hour of pleasure to those who seek it. Those who examine carefully will find that near the upper end of the brook or ravine (near the spring) the fragments of rock in the brook are generally rough, with sharp edges, whereas in the streams near the base of the mountain the pebbles are smooth and rounded. The explanation of the cause of this difference readily suggests itself. (A sharp-edged fragment from near the top, and a rounded pebble from the stream below, shown to a pupil in a distant school would make a long story short). And why is the water of these mountain brooks so clear? why not muddy? is it always clear?

Before leaving these beautiful mountain streams let the visitor observe that the rocks in the bed of the streams are also smooth—worn smooth by the sand and pebbles washed over them by the running water. Observe further, that these streams frequently run along in deep ravines—ravines worn out and cut down gradually by the action of the water of these very streams. And when this work, on a small scale, is understood, the visitor standing on the top of the Black, is the better prepared to believe the statement—which I believe to be true—that the region of country which surrounds him was once an extensive elevated plateau; now it is carved out into valleys, ravines, and river gorges; the peaks on which he stands, and others about him, are the remnants of the former plateau; the atmosphere (decomposing the rocks) and running water (washing away the decomposed materials) are the tools that have carved on so grand a scale.

In conclusion, let me urge every teacher who visits Black Mountain to avail herself or himself of any opportunity to visit Nantahalal on the Ducktown branch of the "Western North Carolina Railroad." It is along this line that one views that splendid scenery "between the Blue Ridge and the Smokies."

OUR SECRETARY has just returned from a trip to Black Mountain. He found everything rapidly approaching completion, and is sure that all will be in readiness for our session. An elegant piano has been secured for the Assembly room, in addition to the nice one which is in the parlor. There will be a good supply of horses, safe and gentle, for mountain climbing, and plenty of light vehicles for pleasure driving. Special low rates of hire have been secured for teachers, and all can afford the joys of frequent trips over the mountains. In packing your trunk don't forget to put in one or two of your woolen dresses, your rubbers and heaviest shoes, "hack hat," gossamer and umbrella, as you will have occasion to use these things in visiting Mount Mitchell or other high peaks.

AS THIS IS THE last time we can say anything to you through the pages of the TEACHER before the Assembly meets, we hope you will pardon our again reminding you of some important things in regard to your trip. 1st. You can buy the Assembly tickets for the trains only of the 9th and 16th of June, and if you want the reduced fare you must go on one of those two days. 2d. Require the agent at your starting point to check your baggage through to Black Mountain; don't let him refuse to do this, for the railroads have contracted to have it done. 3d. Do not change or leave your car after leaving Goldsboro or after connecting from other lines with any point on the North Carolina Railroad above Goldsboro. 4th. The train reaches Black Mountain about 8 o'clock A. M., and breakfast will be waiting for you, so you need not take breakfast at the Round Knob eating-house. Keeping these things in mind will add much to your comfort during the trip.

A GOOD NUMBER of leading educators from other States have signified by letter an intention of attending the Assembly, and much valuable instruction will be derived from their lectures and conversation. Among the number will be Prof. J. H. Worman, author of many of our popular text-books upon Latin, French, Spanish, and German. He is now President of the University

of Tennessee. Dr. Edward E. Sheib, President of the State Normal School of Louisiana, will spend two or three days with us. He is one of the liveliest and most successful institute conductors in the South, and will give an impetus to our work. Prof. A. P. Southwick, Superintendent of schools at Ellicott City, Maryland, and author of a favorite series of text-books on English Literature, and several teachers' "Quiz Books," will give a lecture upon his specialty, which will be greatly enjoyed. Dr. Van Daell, of Philadelphia, who is a most wonderful teacher of the "Sauveur" or "Natural Method of Modern Languages," will give a thorough insight into this quick and successful plan of teaching and learning foreign languages. This will be a very valuable feature of our work, and will be appreciated by all. Prof. S. G. Boyd, of York, Pa., an eminent institute conductor, will deliver, on the 24th, a very entertaining lecture on "Local Names." The enthusiastic work of Profs. Parker and Little will create a like enthusiasm among our teachers.

MEMBERS OF ASSEMBLY--CONTINUED.

Miss Myrtie L. Watson, Hamilton.	D. F. Sinclair, Pollocksville.
Charles L. Wilson, Marshall.	Miss Emily Capehart, Tarboro.
Miss M. F. Skinner, Edenton.	J. B. Green, Dutchville.
Miss Annie B. Scales, Greensboro.	Miss Pattie Lawrence, Raleigh.
Miss Rosa A. Harris, Louisburg.	Miss Lizzie A. White, Belvidere.
Miss Cora Carr, Gastonia.	Miss Etta O. Alsbrook, Scotland Neck.
Miss Annie L. Rhyne, Hickory.	Miss Bettie Clarke, Halifax.
W. B. McIlwaine, Pleasant Grove.	Prof. J. H. Worman, Nashville, Tenn.
Miss Magnolia Rice, Windsor.	Prof. A. P. Southwick, Baltimore, Md.
W. M. Lang, Farmville.	Samuel C. Smith, Greensboro.
Rev. W. R. Atkinson, Charlotte.	D. V. Dixon, Hookerton.
Miss Maria Paton, Pittsboro.	Miss Sudie Patrick, Hookerton.
Miss M. M. Martin, Sandy Ridge.	F. M. Davis, Farmville.
H. T. Burke, Taylorsville.	Miss M. F. Herring, Wilson.
Miss Clara Whitaker, Enfield.	Edgar Gay, Wilson.
Mrs. S. R. Dixon, Snow Hill.	Miss Fannie Brodie, Henderson.
Miss Clara E. Dixon, Snow Hill.	R. L. Ryburn, Little River Academy.
Miss Lula Whitley, Snow Hill.	Judge Thos. S. Ashe, Wadesboro.
J. C. Dixon, Snow Hill.	Miss Julia Creech, Raleigh.
Mrs. J. C. Dixon, Snow Hill.	Miss Katie Fuller, Raleigh.
Miss Gertrude Hooker, Hookerton.	J. M. Anderson, Pleasant Grove.
Miss B. Armfield, Laurinburg.	J. A. Stewart, Keelsville.
Miss Nettie Haughton, Pittsboro.	Edward F. Wakefield, Lenoir.
Miss Mattie Haughton, Pittsboro.	J. A. Hadley, Boston.
Miss Cornie Chapman, Kinston.	A. G. Kirkpatrick, Charlotte.
Miss Martha Tyson, Gastonia.	Miss Mamie W. Caldwell, Greensboro.

EDITORIAL.

A CONTRAST--PROGRESS IN EDUCATION.

The late Judge Murphy stated as a fact that at the time he was preparing for college there were in North Carolina only three schools where even the rudiments of a classical education could be acquired. Behold the contrast:

1. In this issue of *THE TEACHER* we present the names of over one hundred high schools and seminaries teaching the classics; and probably not more than half have been reported to us;

2. On the first Monday in June, 1885, there will assemble in every county of the State the representatives of the people to select boards of education to supervise the public schools of the State;

3. During the same month there will be dedicated at our University one building, the Memorial Hall, costing nearly \$40,000;

4. During the same month the trustees of our University meet to elect seven new professors to be added to the already large and able faculty of that venerable institution;

5. During the same month there will be a grand gathering of the leading teachers of the State at Black Mountain for perfecting themselves in modern methods of teaching, and where eminent educators from all parts of the country are expected to aid them in their laudable efforts at improvement;

6. During the same month there will be opened in various parts of North Carolina thirteen State Normal Schools, where teachers will be instructed at the expense of the State for greater efficiency in their work;

7. We find public schools established in every district of every township of the State, at the expense of the State, and every

effort possible being made to secure teachers of a higher grade of scholarship; over six thousand of these schools being in session last year, with an attendance of nearly three hundred thousand children;

8. We find graded schools in most of our leading towns, supported by special taxes, well equipped and doing noble work in the great cause of education;

9. We find high schools and seminaries and colleges in almost every county, which would reflect credit on any State;

10. We find that our colored population, just two decades out of slavery, not content with the liberal appropriations made by the State for the education of their children, are establishing large colleges, high schools and seminaries, and already own private school property in North Carolina worth over half a million of dollars;

We find the Legislature making ample appropriations for the support of our University; we find Wake Forest College with an endowment of over \$100,000, with new buildings and apparatus, and 24,000 volumes in its library; we find Trinity College and Davidson College moving in the matter of endowment; we find Bingham's great Military School, the Horners' Schools, Yadin College, North Carolina College, Rutherford College, Kinston College, Davis' School, and other leading institutions for boys moving onward in prosperity; while our great schools for girls at Peace Institute and St. Mary's, Murfreesboro, Greensboro, Salem, Statesville, Oxford, Thomasville, Hillsboro, Charlotte, Asheville, Hendersonville, Shelby and Clinton are equal to any in the country, and well patronized. These things prove that North Carolina is setting out on a grand educational career.

WE WANT a good agent for THE TEACHER at each normal school in the State. We will pay good commissions to any teacher, either male or female, who will canvass thoroughly, and they can make their profits pay the entire expense of the stay at the normal school. Let us hear from you at once.

WE SUGGEST to our instructors that the words of Judge Merimon in the April number, and Judges Murphy and Gaston in this number of *THE TEACHER*, are well worthy of attention when selecting pieces for declamation in their schools. Would not a greater familiarity with the great thoughts of our great men be a means of developing a laudable State pride in the rising generation?

WE EXPECT in future numbers of *THE TEACHER* to reproduce abstracts from the writings and addresses of eminent North Carolinians, living and dead, that our teachers and pupils may become better acquainted with the men who have shaped the destiny of our State. As a North Carolinian, we feel that the noble thoughts and brave deeds of our noted men should be known and declaimed in all our schools.

IT WAS our great pleasure to visit, a few days ago, the Winston Graded School. We expected to find a very handsome school building, but our surprise and gratification far exceeded the anticipation. No description can fully convey an idea of the elegant building, so well planned, so beautifully furnished and so complete in all its appointments. We came away more proud than ever of our progressive neighbors, Winston and Salem, their excellent Superintendent, Prof. Tomlinson, and his associates, but oh, how we envied them their splendid graded school!

AN ARTICLE in this issue of *THE TEACHER* from one of our correspondents very strongly advocates changing the name of "Teachers' Assembly" to "Chautauqua." This is a matter for the consideration of the teachers at their coming session. If an imported name is not desirable, we can easily find some musical Indian name within our own State which would be acceptable to all. We certainly cannot be at a loss for a pleasant name while we have in our borders "Swannanoa," "Nonah," "Saluda," "Watauga," "Nantahalalah," "Ocona," "Cataloochee," "Junaluska," "Tomatola," "Hiawassee," "Tusquitee," "Sonoma," "Tuscola," and hosts of other words equally as pretty and appropriate.

THE SCHOOLS OF RALEIGH have awakened to new usefulness and efficiency. The new school board is giving much time and work to all the details of our system and their efforts will certainly result in placing our schools in the front rank among the most successful ones of the State. The city has just voted \$25,000 for improving the graded school property for the whites, and the design of the new building is a model of beauty, safety, neatness and convenience. Work on the new building will be begun at an early day, and will be completed by the fall.

THE TEACHER has now ended its work of this school year, and will take its annual two months summer vacation. Ten numbers of THE TEACHER comprise a year's issue, but we give this extra number for May, as we wanted to have "just one more word with you" before you left the school-room. We thank you most heartily for the many kind words and liberal support which you have given to THE TEACHER and its efforts for advancement all along the educational line, and we are proud of the success which has attended your work and ours. We wish you a most pleasant and profitable vacation, and hope to meet each one of you during the summer and both give and receive a hearty "hand-shake" of friendly co-operation in behalf of our State, her children and her schools. THE TEACHER will again greet you in August, and during the brief vacation it will not forget you, but be faithfully trying to guard your interests and those of the five hundred thousand children belonging to North Carolina schools. We hope, also, that you will remember THE TEACHER during the holiday; if its monthly visits have been pleasant and helpful to you in your school work, will you kindly induce some friend to become a reader during the coming year?

NOW FOR A HOLIDAY! The work of the school-room is ending, the vacation is upon us, and the tired teacher feels in need of the rest which is coming. But while we are resting, let us not be idle. There is important work to be done for the children, and the vacation is the best time for doing it. We know the pupils have had good and faithful work from the teachers during the term just closing, but the progressive teacher wants to give

better work next term, and active preparation must be made for this during the summer vacation. This preparation is to be made by *study* and *work*; by mingling with other live teachers and getting new ideas; by listening to educational leaders at the normal schools and the Teachers' Assembly; by attending the county institute and aiding the county superintendent in the work of stimulating county effort and county pride to the point of having none but the best schools and the best teachers. If you are living within a hundred miles of the normal school at Asheville, Boone, Elizabeth City, Franklin, Newton, Washington, Wilson or Winston let nothing except sickness prevent your being there, and also try to attend the Teachers' Assembly at Black Mountain, if possible. These trips will cost you but a trifle, while the information gained will be of very great value to you. Besides, the mountain visit will give new strength to both tired body and tired mind, while the contagion of Colonel Parker's enthusiastic devotion to teaching will certainly benefit every teacher who hears him. Let us now go with energy and resolution to the work of preparation. North Carolina is pleased with the faithfulness and earnestness of her teachers, but she expects even better work during the coming school year, and now let each teacher, school officer and friend of education say, "My State shall not be disappointed in me."

JUST AS WE go to press, we are notified that the Commissioners of our Raleigh City Schools have elected Prof. E. P. Moses Superintendent of the Raleigh Graded Schools. This is a most excellent selection. Our space only allows us to say that Prof. Moses is a graduate of the Nashville (Tenn.) Normal College, and has been for several years the efficient Principal of the Goldsboro Graded School, making it one of the best to be found in the South. He became also well and favorably known to our people by his admirable and successful management as Superintendent of the University Normal School in 1883. We extend to Prof. Moses a most cordial and hearty welcome to our city, and hope soon to give further introduction to him and his work.

ABOUT OUR TEACHERS.

MR. JOHN W. BRIGGS is teaching on Bald creek, Yancey county.

MISS ANNA ESTES is teaching near Collettsville, Caldwell county.

MRS. E. D. HUNDLY has a private school at Greensboro, Guilford county.

MISS CASIA BISHOP has a flourishing school at Flynt Hill, Buncombe county.

MISS M. F. SKINNER's school at Edenton has been merged into the graded school.

MISS ELLA HEALAN is teaching at Beaver creek, Wilkes county, and is giving great satisfaction.

MISS NOLIA BENSON is in charge of the music department of Stewart's Academy, Harnett county.

PROF. N. F. SMITH, of Leaksville, has entered the field of journalism as editor of the *Dan Valley Echo*.

MR. J. C. HINES, Principal, reports that his school at Madra, Anson county, is in a flourishing condition.

MR. E. Y. PERRY has been re-elected as Principal of Hookerton Collegiate Institute for the next term.

PROF. D. MATT. THOMPSON notifies the TEACHER that the Lincoln County Institute will be held in August.

REV. B. L. BEALL and MR. H. W. BEALL have begun a school at Mt. Bethel, near Riverside, Caldwell county.

PROF. J. D. GUNTER has been chosen Principal of Liberty Academy, Randolph county, and opened school May 6.

MISS FLORENCE L. AUTRIM will assume control of the art department in Gaston High School, Dallas, on July 28.

MR. JOHN. T. PARIS, who has been teaching at Bethany Church, near Statesville, will enter college next session.

CAPT. NAT. P. RANKIN, of Franklin, Macon county, will open a school in the Union neighborhood, Gaston county.

PROF. W. G. SIMMONS, L.L. D., of Wake Forest College, has been appointed a member of the State Board of Health.

PROF. R. S. POWELL is teaching at Ruffin, Rockingham county, and reports a fine educational feeling in that vicinity.

REV. SYLVESTER HASSELL, of Wilson Collegiate Institute, is preparing a church history, which will go to press in October next.

MR. DEWITT HARMON, who has been teaching at Nazareth Hall, Pa., has returned to his home at Kernersville, Forsyth county.

PROF. J. W. KILGO, Principal of the Morven High School, Anson county, has been, we regret to learn, seriously ill from pneumonia.

MISS FANNIE COBB, a daughter of Rev. N. B. Cobb, has been engaged as a teacher in Claremont College at Hickory for the next term.

MR. L. M. CLIMER, the present teacher of penmanship in Pleasant Lodge Academy, Alamance county, thinks of changing his position.

MISS MINNIE HOLMES, one of the teachers of the Rocky Mount Graded School, was married April 29, to Mr. Wm. L. Thorpe, of Nash county.

MISS FLORENCE BOYD, Assistant Principal of Stewart's Academy, Harnett county, has, we regret to learn, been quite sick with diphtheria.

CAPT. A. C. DAVIS has commenced work on his new school building at LaGrange. It is to be 40x40 feet, three stories high. Success to you, Captain.

PROF. PRICE THOMAS, Superintendent of the New Bern Graded School, paid us a pleasant visit on the 2d of May. He is a live teacher and has a live school.

MR. N. D. JOHNSON has a flourishing school at Spring Hill, Anson county. It will close May 28, with an address by Rev. H. G. Hill, D. D., of Fayetteville.

PROF. T. J. MITCHELL, Superintendent of the Charlotte Graded School, will conduct the Teachers' Institute for Iredell county, at Statesville, this summer.

MISS MATTIE C. STECK, of Newberry, S. C., has been engaged to take charge of the primary department of Gaston High School, at Dallas, for the next term.

MRS. WHITE, wife of Rev. Jno. M. White, Principal of Holly Springs Institute, Wake county, we are pained to hear, is extremely ill, with little hope of recovery.

PROF. PHILLIPS, Principal of Tyro High School, Davidson county, reports an attendance of more than 40 pupils, with the prospect of a much larger attendance next session.

REV. R. A. MORGAN, Principal of Stewart's Academy, Harnett county, reports that his school has had a most successful term, particularly in the quality and amount of work done.

MR. W. T. WHITSITT, who has been teaching for the past nine months near Fairview Academy, Gibsonville, has closed his school. Although young, he is a live, progressive teacher.

REV. DANIEL ADKINS, President of Weaverville College, Buncombe county, is making an effort to establish a library for his school, and also a cabinet of minerals, fossils and Indian relics.

MISS IDA L. ELTZROTH, of Manly, Moore county, formerly of Ohio, desires a position as teacher in a graded school. She has had several years experience in the schools of Ohio, and can furnish satisfactory testimonials.


MISS SALLIE JONES, of Cary, Wake county, has gone to Boston to attend a course at the Conservatory of Music, and will visit the normal schools in that vicinity, with a view of qualifying herself for service in school work.

REV. A. D. HEPBURN, D. D., President of Davidson College, will retire from that institution in June, and make his home in Ohio. The friends of education in North Carolina part with this accomplished instructor and noble, Christian gentleman with unfeigned regret.

PROF. CHARLES PHILLIPS, of our University, informs us, as we go to press, that there are 240 applicants for the seven new professorships—77 for Mathematics; 69 for Modern Languages; 32 for Agricultural Chemistry; 26 for Natural Science; 19 for Pedagogics, and 18 for Physics and Engineering.

PROF. L. E. DUNCAN, the thoroughly efficient Principal of the Southern Normal at Lexington, Davidson county, is anxious to identify himself with the educational interests of the State, by engaging in Institute work this summer. Superintendents desiring a strictly first-class instructor, can address him at Lexington.

TEACHERS' BUREAU.

[ THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]


POSITIONS WANTED.

54. A young lady desires a small school or a position in a school. Can teach English branches, vocal and instrumental music, and rudiments of Latin. Would accept a position as governess. Can furnish good and satisfactory references.

55. A lady graduate, who has had three years successful experience in teaching the English branches and Latin, desires a situation in a school.

56. A lady from Ohio, who had several years experience in the schools of that State, desires a position as teacher in a graded school for the coming school year. Can furnish testimonials.

57. A lady wishes a situation as music teacher in college, high school or academy; has had two years experience in teaching Music and English branches; can teach Algebra and Latin; can give sufficient recommendation. Address "THE NORTH CAROLINA TEACHER," Raleigh, N. C.

 Any school officer needing a teacher, and any teacher desiring a position, should address "Teachers' Bureau," care of Teachers' Assembly, Black Mountain, N. C., and the application will have prompt attention.

TEACHERS WANTED.

20. A good teacher is needed at Frieden's Academy, near Gibsonville, N. C.

21. The trustees of the Academy at Sandy Ridge, Stokes county, desire to engage a first-class Principal for their school. This is a very desirable position. Address J. M. Martin, Sandy Ridge, N. C.

SHAFFER'S New Township Map of North Carolina.

First issue June 10th to 13th, 1885.

SIZE, 40 X 72 INCHES. SCALE, 1 INCH 7 MILES.

Ought to be in Every School-room and Business Office of the State.

ENGRAVED IN FIRST-CLASS STYLE AND PRINTED ON SIZED AND CALENDERED PAPER, WEIGHING 90 POUNDS TO THE REAM OF 24 x 38 PAPER. TOWNSHIPS COLORED AND BOUNDARIES LINED IN NORTH CAROLINA. COUNTIES ONLY OUT-LINED IN ADJOINING STATES.

Richmond, Va., is shown on the north, and Columbia, S. C., on the south. The lower left hand corner contains an elevation of the principal towns and mountain peaks of the State, from tide-water to the crest of Mitchell's high peak, on a scale of 1,200 feet to the inch.

State and County boundaries have been corrected by the latest surveys. Railways and county roads carefully revised, and townships shown in distinctive colors. There is no post-office in the State of any importance whatever that is not shown.

It is guaranteed in every respect to be the finest map of any Southern State ever published.

*PRICE OF WALL MAP, WITH HANGERS AND ROLLERS COMPLETE, \$10.00
IN CABINET CASE, ON HARTSHORN'S SPRING ROLLER, - - 15.00*

Will be sent C. O. D. to any *bona fide* order, with leave to examine and return, money to be refunded by Express Agent if not satisfactory.

ACTIVE AND RESPONSIBLE CANVASSERS WANTED.

TEACHERS PREFERRED.

PUBLISHED BY
ALFRED WILLIAMS & CO.,
Booksellers and Stationers,

119 Fayetteville Street, - - - RALEIGH, N. C.



AFR 77

N. MANCHESTER,
INDIANA

